

1717
03C5

The Professional Education of Teachers in Cleveland

A
A
0
0
1
1
7
8
5
0
5
2



UC SOUTHERN REGIONAL LIBRARY FACILITY

**A Report Concerning the Work and
Possibilities of The Cleveland
School of Education in Affiliation
with The Western Reserve
University**

**Prepared under the Auspices of The
Cleveland Foundation by William
C. Bagley, John W. Withers,
George Gailey Chambers**

LIBRARY OF CALIFORNIA
SOUTHERN BRANCH
THE
PROFESSIONAL EDUCATION
OF
TEACHERS IN CLEVELAND

SOUTHERN BRANCH,
UNIVERSITY OF CALIFORNIA,
LIBRARY,
LOS ANGELES, CALIF.

*Report and Recommendations of an Educational
Commission (William C. Bagley, Chairman, John W.
Withers, and George Gailey Chambers) Appointed and
Financed by the Cleveland Foundation at the Request
of the Joint Conference Committee of the Cleveland
School of Education and Western Reserve University.*

53777

APPENDIX TO VOLUME

OF THE CLEVELAND FOUNDATION

THE CLEVELAND FOUNDATION COMMITTEE

J. D. WILLIAMSON, *Chairman*

THOMAS L. JOHNSON

MALCOLM L. MCBRIDE

W. H. PRESCOTT

BELLE SHERWIN

LEONARD P. AYRES, *Secretary*

JAMES R. GARFIELD, *Counsel*

RAYMOND MOLEY, - *Director*

The members of the Joint Conference Committee desire to express their thanks to the Cleveland Foundation Committee and to its Director for appointing a Commission of educational experts whose report and recommendations are printed in this volume and for the appropriation of the funds necessary to finance the work of this Commission.

EDUCATIONAL COMMISSION

WILLIAM C. BAGLEY,

Professor of Education, Teachers College, Columbia University, Chairman.

JOHN W. WITHERS,

Dean of the School of Education of New York University.

GEORGE GAILEY CHAMBERS,

*Director of Admissions Committee and Secretary of the Faculty,
School of Education, University of Pennsylvania, Secretary.*

Note: For Governing Boards and Administrative Officers see Appendix A, page 77.

L18
1717
03C5

LETTER OF TRANSMITTAL

January 25, 1922.

THE JOINT CONFERENCE COMMITTEE OF THE CLEVELAND SCHOOL
OF EDUCATION AND WESTERN RESERVE UNIVERSITY.

Dr. G. C. Robinson, Chairman.

Dr. Ambrose L. Suhrie, Secretary.

Dear Sirs:—

I am authorized by the Cleveland Foundation Committee to transmit to the Joint Conference Committee the report of the Commission on the Professional Education of Teachers in Cleveland.

The Foundation Committee has followed with great interest this significant effort to bring into effective unity the facilities of Western Reserve University and the Cleveland School of Education. It is unquestionably through such adjustments as are indicated in this report that a complete unification of the agencies for higher education in Cleveland may be achieved. To this end the Joint Conference Committee and its work has furnished a most conspicuous example of cooperation. It is our hope that the action of the Foundation in the appointment and support of the Commission may contribute in a helpful manner to the permanence of the working agreement which the Joint Conference Committee has made possible.

Very truly yours,

RAYMOND MOLEY,

Director.

FOREWORD

Western Reserve University and the Cleveland Normal Training School first entered upon a program of coöperation in offering courses for teachers during the summer of 1915. This agreement, which was of a very informal nature, was in force until July, 1920, when a more formal and definite contract was officially entered into between the Trustees of the University and the Cleveland Board of Education (which is the controlling Board of the Cleveland School of Education—formerly the Cleveland Normal Training School.) By the terms of this agreement the administration of the joint program of courses was vested, subject to the approval of the governing Boards, in a Joint Conference Committee consisting of six persons, three representing the University and three representing the Cleveland School of Education. The trustees of the University designated the Dean of Adelbert College, the Secretary-Treasurer of the University, and the Professor of Education of the College for Women as members of the Committee and the Cleveland Board of Education adopted a resolution providing that the Cleveland School of Education should be represented on the Committee by the President of the Board, the Superintendent of Schools, and the Dean of the Cleveland School of Education as *ex officio* members.

The Joint Conference Committee officially organized on November 11, 1920. After some discussion of the problems which confronted the Committee, it was unanimously agreed that in formulating an educational policy and in determining plans for the administration of the joint program advice should be sought not only from within the Cleveland School of Education and the University but from sources outside of these groups and more particularly from experts in other universities, professional schools for teachers, and public school systems.

Commission, if made available in Cleveland and other urban communities, will be of far reaching significance in promoting economy and efficiency in the professional education of teachers.

The Joint Conference Committee desires to express sincere thanks to the Foundation for the interest manifested in the problems which the Committee has had to solve and for financing the work of the Commission; to the members of the Commission for the breadth of their inquiry and for the high quality of the professional work they have done in formulating this report and these recommendations; and to the Cleveland Board of Education for providing the funds to print and to distribute this report among the members of the governing boards and faculties of both institutions and among the teachers and citizens of Greater Cleveland.

THE JOINT CONFERENCE COMMITTEE,

G. C. Robinson, Chairman,

Ambrose L. Suhrie, Secretary.

CONTENTS

Chapter I	The Problem	1
Chapter II	The Special Problems of the Junior and Senior Teachers Colleges	5
Chapter III	The Advanced Education of Elementary School Teachers	11
Chapter IV	The Advanced Education of Junior and Senior High School Teachers	23
Chapter V	Courses for Supervisors and Administrators.....	27
Chapter VI	Courses for Special Teachers and for Other School Officers and Employes	31
Chapter VII	Admission and Advanced Standing	33
Chapter VIII	The Organization of the Faculty of the Senior Teachers College and the Administration of Courses, Leading to Degrees in Education	45
Chapter IX	Experimental, Demonstration and Training Schools.....	53
Chapter X	The Teaching-Load in Relation to the Maintenance of Good Standards of Instruction	57
Chapter XI	Financing the Work of the Senior Teachers College.....	59
Chapter XII	The Contract between the Cleveland School of Education and Western Reserve University	63
Chapter XIII	The Coöperation of Educational Institutions and Civic and Social Agencies of Cleveland in the Professional Education of Teachers	69
Chapter XIV	Summary and Conclusion	72
Appendix A	Governing Boards and Administrative Officers of the Senior Teachers College of the Cleveland School of Education and Western Reserve University	76
Appendix B	Regulations Governing the Administration of Extension Courses for Teachers	79
Appendix C	Requirements Governing the Granting of the Degree of Bachelor of Education by Western Reserve University	84
Appendix D	Requirements Governing the Granting of the Degree of Master of Arts in Education by Western Reserve Uni- versity	88

THE PROFESSIONAL EDUCATION OF TEACHERS IN CLEVELAND

CHAPTER I.

THE PROBLEM

Throughout the country there is a growing conviction that the professional education of teachers for the public school service should be revised, extended and markedly improved in quality. This conviction has been intensified by the experiences of the past three or four years. The points of both strength and weakness in the educational system were brought into sharp relief by the war and especially by the military draft. The bearing of trained intelligence upon the effective strength of the nation, the handicap that illiteracy places in the path of progress, and the peril that lies in unassimilated alien groups have been clearly revealed. The meagre educational advantages to which the majority of American citizens have been limited is vividly expressed in Dr. Spaulding's statement that we are a "nation of sixth-graders,"—meaning by this that one-half of the adult population have had at most but little more than six years of schooling, while from one third to one fourth have been limited to three, four, or five years. At the same time, there have been innumerable evidences of the good work that the schools and colleges have been doing for those whom they have been able to keep under their influence during reasonably long periods of instruction. The colleges especially have been giving a gratifying account of their services in preparing scientists and technical experts, and both the colleges and the high schools have contributed to the competent leadership that is so important in times of national stress.

Close upon the heels of these revelations of the weaknesses of the educational system on the one hand and of its elements of strength upon the other hand, there have come unmistakable evi-

dences that the public school service is not attracting to its ranks either the number or the kind of young men and women that its importance demands. The high cost of living and the demand for workers in other fields not only caused a large number of resignations, but also discouraged young people from thinking seriously of teaching as even a temporary occupation. The result has been a falling off in the enrollments of the normal schools and teachers' colleges that will cause a shortage of trained teachers for years to come.

The situation as it exists today calls clearly for a marked transformation in the attitude of the public toward teaching as a profession and toward the professional education of teachers. This transformation, as we have suggested, is already in evidence, especially in the more progressive communities. In Michigan, Iowa, Ohio, Nebraska, Missouri, California, Minnesota, Rhode Island, Louisiana and Illinois, the State normal schools have been given legal recognition as teachers' colleges, and steps have been taken to make these institutions strong professional colleges in fact as well as in name, to the end that teachers in the elementary schools may ultimately have a broad foundation for their important work. In New York, the State normal schools have heretofore offered only two-year professional programs. Beginning in September, 1921, the standard has been raised to three years, and there is every indication that a fourth year will soon be added. The same tendencies are to be noted in the teachers' training schools maintained by city school systems. In Detroit, for example, the City Normal School has recently become the Detroit Teachers' College, and extensive developments of its work aim not only to improve the preliminary preparation of prospective teachers, but also to afford to teachers already in the service an opportunity to add to their educational equipment.

Cleveland has been well in the forefront of this movement toward higher professional standards for the public school service. The reorganization of the Cleveland Normal School under the name of the Cleveland School of Education in 1918 was followed almost immediately by the provision of courses especially adapted to the needs of teachers in service. The success of these courses has led to a demand that the School with its present facilities is quite

unable to meet without hampering it in the work of pre-service training. The School is fortunate, however, in its proximity to Western Reserve University. It is still more fortunate in the fact that the faculties of Adelbert College and the College for Women are well disposed toward the Cleveland School of Education and are willing to coöperate with the city school authorities in their efforts to solve the problem of adequately prepared teachers for the public schools. Both from the standpoint of economy and from the standpoint of efficiency, the most practicable solution of this problem is to establish a close affiliation between the Cleveland School of Education on the one hand and Western Reserve University on the other hand. It is the purpose of this report to suggest the outstanding principles that, in the judgment of the Commission, should govern this affiliation.

CHAPTER II.

THE SPECIAL PROBLEMS OF THE JUNIOR AND SENIOR TEACHERS COLLEGES

The Junior Teachers College

The Cleveland School of Education now provides two-year programs of studies preparing for teaching in the Kindergarten or in the elementary schools, together with numerous extra-mural and extension courses for teachers in service. This report is concerned only indirectly with the two-year or Junior Teachers College program. It is assumed that the requirements for high school graduates who wish to make initial preparation for the elementary school service will not be extended beyond the present two-year basis until the shortage of trained teachers that now exists shall have been corrected. It is assumed, too, that the Junior Teachers College work will be exclusively controlled and supported by the Cleveland Board of Education, and that all questions involved in the proposed affiliation of the Cleveland School of Education and Western Reserve University will be concerned exclusively with courses on the Senior Teachers College level which for the present are to be offered primarily to teachers in service.

There are, however, two phases of the Junior Teachers College administration upon which the Commission ventures recommendations:

1. At the present time, admission to the Junior Teachers College is based upon high school graduation with minor restrictions. We believe that it would be of very great advantage to the service to limit admission to those high school graduates who are in the upper two thirds of their classes in respect to average scholarship grades maintained during the four years of high school work, with the proviso that applicants who have failed to attain this standard may be permitted to take entrance examinations (which should include appropriate mental and educational tests) to the end that no really competent candidates may be excluded solely on account of a low high school record. It has been found by careful study in other cities that persons in the lowest third of the high school graduating classes do not as a rule become satisfactory teachers and show little disposition to continue their development after they have entered

the service. All too often they have acquired either the "habit of failing" or the unfortunate attitude of being satisfied with a low standing. On the other hand, the high school graduates who rank with the upper third or the upper half of their classes have been found to be unusually desirable material out of which to develop progressive and efficient teachers. It is the belief of the Commission that the suggested restriction will not operate even at the outset seriously to reduce the enrollment in the Junior Teachers College, while it will in a short time serve to make admission to the Cleveland School of Education a real privilege in the minds of high school pupils.

It is also recommended that all applicants for admission to the Junior Teachers College classes be given a careful physical examination and that those who are clearly unfitted by physical defects to undertake the exacting work of teaching be excluded.

With regard to the admission of students from institutions other than the Cleveland public high schools, similar restrictive rules, we believe, should hold. From neighboring high schools with the work of which the officers of the Cleveland School of Education are familiar, applicants who rank in the upper two thirds of the graduating classes may well be admitted. Students from other high schools public and private should be admitted only upon examination. In order to avoid injustice, the same standard should be applied to students entering with advanced standing from institutions (colleges and normal schools) of collegiate grade: that is, (1) the high school records of such applicants should clearly qualify them for admission or (2) the collegiate records should show them to be strong students or (3) they should be required to take the qualifying examinations. The requirements of a physical examination should, of course, hold for students from other institutions.¹

Within a period of two or three years it is quite likely that the standards for admission to the Junior Teachers College can be so advanced as to limit registration to those students who rank with the upper half of the high school graduating classes. The Commission recommends that any changes now made be accompanied in the printed announcements by a statement to the effect that a further advance in standards will probably be put into effect not later than September, 1923.

¹ Chapter VII of this report discusses in detail the problems involved in the administration of credit including the transfer of credits from other institutions.

2. It is of the greatest significance to the ultimate success of the affiliation of the Cleveland School of Education and Western Reserve University not only that the standards of admission to the Junior Teachers College be as high as is consistent with the demand for and the supply of recruits for the service, but also that the work done in the Junior Teachers College be of a superior quality. This may be best insured through the development of a strong faculty. In this statement, no criticism of the present staff of the Cleveland School of Education is implied. The Commission believes, however, that every effort should be made in future appointments to secure the services of the very best persons available. The men and women who do the work of the Junior Teachers College will share with the staff of Western Reserve University the work of the Senior Teachers College. They should be thoroughly conversant with the elementary school problem and sympathetic with the elementary school service. This combination of thorough scholarship and intense devotion to the elementary school problem is not easy to find or to develop, but upon its discovery or its development will depend in very large measure the successful outcome of the present plans for the elevation of public school teaching to the rank of a true profession.

Of the largest importance in recruiting a suitable staff will be a liberal salary policy. The Cleveland School of Education will be engaged in a task sufficiently important to the city to warrant the payment of salaries that will enable the institution to attract the very best available talent. The following schedule is presented as a suggestion of the scale of compensation that would be necessary at the present time to attain this end:

For professors	\$4,500 to \$6,500 or more
For associate professors	3,500 to 5,000
For assistant professors	3,000 to 4,000
For instructors	2,500 to 3,000

Such a salary schedule would be by no means excessive in view of the importance of the work with which the institution is entrusted, in view of the competition of other institutions for high grade instructional and research talent, and in view of the much larger salaries that exceptionally competent men and women command not only in business and industry but also in the administrative and supervisory branches of the educational service. During the year, some of the state universities have offered from \$7,500 to

\$10,000 a year to persons who can do the type of work that the Cleveland School of Education should represent. By paying much larger salaries, corporations have drawn men from the education departments of the colleges and universities to organize and supervise the training of salesmen and other employes.

The Senior Teachers College

The fundamental purpose of the Senior Teachers College for the present at least will be the further education of the teachers now in service in the schools of Cleveland and its vicinity. Before discussing in detail the means by which this purpose may be fulfilled, it will be well briefly to analyze the situation that the teaching personnel presents in order to make clear the very great advantage that the public will derive from the further education of these teachers.

In every large city, the public school teachers represent two types: (1) a group of young and inexperienced teachers, and (2) a group of mature and relatively permanent teachers. In Cleveland, approximately one half of the elementary school teachers are between twenty and thirty years of age; the other half are above thirty years of age. Of the young women entering the service, at twenty years of age, approximately one half leave before they have passed the age of thirty. These are the transient members of the staff. Those who remain in the service after the age of thirty are the stable elements in the teaching personnel. In many ways, this group of mature and permanent teachers in the city school systems constitutes the backbone of the profession of teaching. With them teaching is a life work and not a casual and temporary occupation. Upon the provisions that are made for their continued growth will depend in very large measure the success of the schools.

It is a matter of vital concern to the public, then, to give to these mature and permanent teachers every possible inducement to advance themselves professionally. "Professional advancement" in the past has usually meant "promotion" from lower grade service to upper grade service, from elementary service to high school service, from teaching to supervision, or from teaching to administration. This naive conception of advancement and promotion in educational work has operated most disastrously to discredit the actual work of teaching boys and girls, especially in the lower schools, and has placed a disproportionate emphasis upon the so-

called "higher" levels of teaching and especially supervision and administration. It reveals a misconception of education as thoroughly fallacious as that which would rate a physician lowest if he specialized in the diseases of childhood and highest if he specialized in the diseases of old age; as fallacious as that which would rate the hospital administrator higher in the scale than the skilled operating surgeon.

It is this misconception of educational advancement that the newer theories of teacher-preparation are striving to correct. "As long as the situation requires that a teacher rise by changing his work instead of by capitalizing his experience and improving his work, little genuine progress toward professional efficiency can be realized."¹ The first step toward raising the standards of the public school service must consequently aim to make teaching as such and teaching on any of the so-called educational "levels" an attractive career.

In large cities conditions are most favorable for effecting this change in point of view toward classroom work. As has been pointed out, there already exists in these cities a body of mature and permanent teachers who need only the encouragement of a changed public attitude toward their work and better organized and greatly increased facilities for further education to be transformed into a thoroughly professionalized group. A second favorable condition lies in the tendency in many city school systems to minimize the distinctions between elementary school and high school service as well as the distinctions between teaching and supervision provided that the standards of training for these different types of school work are approximately equal. In the third place, the salary policies of the city school systems in their recent development, quite properly lay large emphasis upon the further education of teachers as the chief determinant of salary advances. Beyond the increments that mere persistence in the service may earn, salary increases are coming to be based very largely upon the zeal of the teachers in securing additional equipment in the way of training and broader education. Within very wide limits every significant advance in training should be met with an advance in salary. In this way, and under present conditions only in this way, can the progressive development of the schools be insured. A final advantage of the larger city school systems in developing a thoroughly

¹ *The Professional Preparation of Teachers for American Public Schools*, Bulletin No. 14, Carnegie Foundation for the Advancement of Teaching, 1914, p. 137.

professional teaching personnel is the existence in these cities of facilities for advanced training in connection with the city training schools, or with local colleges and universities, or with both as in the case of Cleveland.

The proposed development in Cleveland will mean a close coöperation between the Cleveland School of Education and Western Reserve University in the provision of courses designed especially for the mature and relatively permanent teachers now in service. The heaviest emphasis will naturally fall upon courses for elementary school teachers, first because these constitute by far the largest group, and secondly because of the basic significance of elementary education to the local community, the State, and the Nation. The organization of such courses is far from a simple problem. Its successful solution will constitute the crucial test of the proposed development.

A second group for whom courses should be developed is made up of the teachers of the junior and senior high schools. It is essential that opportunities be offered to these teachers to continue their education and add to their professional equipment.

A third problem is involved in the preparation of teachers for specialized types of service: the teaching of backward children; the teaching of gifted children; the teaching of adolescent and adult immigrants; the teaching of the blind and the deaf; and the teaching of special subjects such as music, the industrial arts, and the vocational subjects offered under the provisions of the Smith-Hughes act.

A fourth problem of the Senior Teachers College will be the preparation of principals and of special supervisors.

It is probable, too, that courses will be developed for school officers and employes other than teachers and supervisors: school nurses, school physicians, custodians of school buildings, and the like.

The following sections of this report will propose certain principles that, in the judgment of the Commission, should govern the development of these several types of courses, with especial reference, first, to the needs that the courses should meet, and secondly, to the relationships that should be established between the Cleveland School of Education and Western Reserve University in meeting these needs. Inasmuch as the needs constitute the fundamental factor in the problem, these will first be considered, and the concluding sections will be given over to the desired institutional relationships and their administration.

CHAPTER III.

THE ADVANCED EDUCATION OF ELEMENTARY SCHOOL TEACHERS

The significance of elementary education to the welfare and progress of democratic institutions is not likely to be underestimated in theory. In actual practice, however, its recognition and the provisions that have been made for its betterment are far from consistent with the importance that almost everyone is willing to grant to it. The very magnitude of the problem is in part responsible for this apparent neglect. The enrollment in the elementary schools is more than tenfold that in the high schools; to provide liberally for the latter is a matter of small expense as compared with the task of providing liberally for the former. Merely from the standpoint of the numbers required, to supply well prepared teachers for the high schools is a simple problem as compared with that of supplying equally well prepared teachers for the elementary schools.

In addition to the magnitude of its task as a factor in explaining the relatively low status of the elementary school, one should note also two conceptions that have operated especially against the development of high standards of training for the elementary service. In the first place, it has been assumed that elementary teaching is intrinsically less difficult than teaching in the high school and college; in the second place, it has been held that the high schools and colleges have as their peculiar function the training of leaders, and that in consequence, as long as economic conditions make it impossible to have for all grades of instruction equally well prepared teachers, the best prepared should be assigned to the secondary and high institutions.

The belief that elementary teaching is intrinsically less difficult than teaching on the higher levels is based primarily upon the more advanced character of the subject matter taught in the high schools and colleges. If successful teaching were dependent entirely upon a mastery by the teacher of the subjects to be taught there would be a certain measure of justification in this contention. It is clear, however, that, in addition to this mastery, the efficient teacher must be able to *adapt* his materials to the capacities and needs of the learners. It is at this point that the problem of the elementary school teacher

becomes extremely difficult. The elementary school is the universal school. Its pupils are not "selected" in the sense that high school pupils are selected. They represent practically all levels of mental ability, and the task of ministering effectively to their widely varying capacities is one that demands not only a keen insight into child nature but a highly developed power of adaptation. There is every reason to believe that this essential power of adaptation can be greatly enhanced by increasing the resources of the teacher, by giving to him or her a fund of knowledge far beyond the limits of the narrow curriculum that the elementary school in the past has represented, and yet definitely related to this curriculum. The recent developments¹ in the elementary school program and in methods of teaching, indeed, are of a nature that will require from the teacher a greatly enriched equipment.

The contention that the elementary school problem should be subordinated to the problems of the secondary and higher institutions because the latter have to do primarily with the training of potential leaders involves a fundamental question of educational policy the import of which is just now obscure by uninformed sentiment on the one hand and unreflective dogmatism on the other hand. The first position is represented by the naive belief that inequalities in achievement are due to lack of advantages, and that education, if properly organized, can in effect do away with these inequalities. The second position is quite the opposite and is reflected in present day educational theory which has been profoundly influenced by the wide differences in native mental endowment that psychologists have so conclusively demonstrated within the past decade. The evidence is clear that not only are some children "born short" and others "born long", mentally as well as physically, but also that these distinctions are likely to persist throughout life irrespective of whatever measures education may take to "even things up". Certain writers have inferred from these facts that large investments in the schooling of persons of average and low grade mental ability will prove unprofitable, and that the best policy is to use whatever resources are available for the better education of those who are intellectually "fit". An obvious corollary of this conclusion is that

¹ Reference is here made to the development of the "problem" and "project" methods of teaching. The clear tendency of these methods is to shift the burden of actual instruction from the textbook to the teacher. The success of these methods even in the lower grades will depend very largely upon the resources that the teacher has "on call" when the occasion demands.

the education of the "masses" is less significant than is the education of the select few who will make up the intellectual "classes" from which the leaders will inevitably be recruited. This position, if generally accepted, would clearly tend to keep universal elementary education in the subordinate place that it has so long occupied.

Even granting the inability of education to develop intellectual capacity in the individuals who are markedly lacking in "native intelligence", and even assuming that only a small proportion of children are generously gifted with native intelligence, the conclusion that the education of the great masses of children is a matter of subordinate importance does not seem to be justified. The efforts toward universal education, unsatisfactory though they may be when measured against the ideals of the visionary, have still been far from fruitless. Children of average or less than average ability may not indeed be changed into brilliant "intellectuals" by any magic that the school can work, but they can be trained and informed and inspired in a measure that will make of them quite different individuals than they would be if they lacked these educative influences. One has only to contrast the nations that have developed universal education with comparable nations that have neglected the masses of their people to be convinced of the fundamental influence which the elementary school exerts. The abiding faith of the American people in the public school need not be shaken by a full recognition of the fact that education cannot accomplish miracles. Indeed, with a better understanding of the limitations under which the universal school must work, there should be a lessened disposition to criticize it unjustly and a more rational determination to hold it strictly responsible for doing well the tasks that are within its power.

Among these tasks, there is one that is of outstanding significance to a democratic community. The chief function of the elementary school is to enable all of the people to work together and think together and act together in the solution of their common problems, to lay the basis of a common understanding and a common aspiration. In a word it is to provide in every possible way for the *cooperation* which is the essential factor in what we call "good citizenship".

Obviously not all can be "leaders" in working out the common projects of the community, but all can be participators. In a democratic community there is a peculiar type of contribution that each is called upon to make, for all have an equal voice in determining

what shall be attempted and an equal right to evaluate the outcome. As distinct forms of social organization, indeed, democracy and autocracy are most clearly contrasted at this point. In an autocracy, the leadership is irresponsible; in a democracy the leadership is not only the choice of the "rank and file", but it is continually subject to evaluation by the rank and file. The more thoroughly informed the electorate, the more intelligent will be its choice of leaders and its evaluation of leadership. Upon universal elementary education the community must depend for developing among all of the people the highest possible level of informed intelligence and the highest possible standards of value. If the "will of the people" is the most powerful force in a democratic community it follows clearly that the universal elementary school takes precedence over all other educational institutions.

The developments of the past thirty years in American life have intensified the significance of elementary education. The rapid growth of cities, the evolution of industry, and the enormous increase in national wealth have given rise to a host of quite new social and economic problems, and the war has complicated these and has added others no less intricate. Especially significant has been the transition of the American people from a predominantly rural to a predominantly urban folk. At the time when the foundations of the American school system were being laid, more than ninety-six per cent. of the total population of the nation lived under rural conditions and less than four per cent. in cities and towns having a population of 2,500 or more. There were no cities in the modern sense, and no city having a population as large as 100,000. The experience of the people held much in common. The problems which were faced by the community were relatively simple. The demands upon organized public education were few and easily met.

Today we are rapidly becoming a nation of town and city dwellers. One nineteenth of our population lives in a single city; one fourth are distributed among sixty-eight large cities having a population of 100,000 or more; one half live in cities of 2,500 and above. Life in these cities has become extremely complex. The common interests and common problems are no longer simple and easily grasped. Industry has been highly specialized. Economic and social classes varying widely in interests, standards, and points of view have developed. The relative simplicity of social organization

has given place to intricate complexity and differentiation. Under these conditions the task that the school faces in its efforts to integrate the people, to provide a pervasive common culture, has become difficult and perplexing. And it is the elementary school that must bear the brunt of the burden. It is only in early years of life that the common knowledge, ideals, attitudes of mind, and standards of value that are necessary to social solidarity can be firmly established and only a school that touches "all the children of all the people" during these early years can solve the problem.

This conception of the function and importance of the elementary school suggests two large aims that the professional education of teachers for the elementary service should strive to realize:

1. It is essential that the teachers in the elementary school have a clear understanding of the basic function of elementary education and a keen appreciation of its fundamental importance. This understanding and this appreciation are essential not only that the teachers may undertake their work with a maximum of intelligent interest, but also that they may coöperate most helpfully with the school administrators in framing educational policies and carrying them into effect.

2. As suggested in an earlier section, it is essential that these teachers have a generous equipment, especially in the types of knowledge and skill that form the most desirable common materials of universal education.

To the realization of both of these large aims, the further co-operation of the Cleveland School of Education and Western Reserve University in the work of a Senior Teachers College will make large contributions. The preliminary training provided by the Junior Teachers College will necessarily concern itself largely with the rudiments of the teacher's art. The time is too limited to permit a thoroughgoing study either of educational theory or of the broader aspects of the subject matter represented by the elementary school program; nor do the students fresh from the high school have the mental maturity and the background of experience that form the best basis for the advanced courses that we have in mind. The teachers already in service, however, can well afford to carry one or two such courses during each school year. Their daily experience in their own classrooms will give point and meaning to their advanced studies. As they gain maturity and experience, they will have a continuing stimulus to further growth.

It is scarcely necessary to point out that a variety of specialized courses should be developed for these teachers-in-service. Especially important will be the courses that are directly related to the subject matter of the elementary program. It is here that the co-operation of certain university departments will be perhaps of largest significance. A few typical examples may be suggestive of the wide range of possibilities which the proposed plan involves:

A basic study of the elementary program is English. From the standpoint of the study both of the language itself and of its literature, the equipment of the elementary school teacher, it is generally agreed, should be greatly enlarged. In the first place, a more thoroughgoing understanding of the history of the language will throw light upon many problems involved in teaching even its rudiments to children. In the second place, such increased facility in the use of the language as may be gained from appropriate courses in English composition can hardly fail to be reflected in classroom practice. In the third place, an almost inexhaustible wealth of possibilities is presented by the study of literature. The actual content of the elementary curriculum in literature may be studied with great profit upon the university plane. "The very fact that many of the poems of childhood are among the oldest and most persistent products of the world's culture suggests at once the wealth of material available for a teachers' course in this subject. It goes without saying that a teacher can use this literature with children more effectively if he knows its antecedents and origins, and consequently realizes that he is dealing, not with trivial materials, valuable simply because they are adapted to immature minds, but rather with a significant and precious human heritage. Certainly in its cultural quality a course of this type may easily be made to compare favorably with any collegiate course in mythology or folk lore."¹

Courses of this type, too, will be likely to reveal materials suited to elementary school use that have not as yet found a place in the elementary program. There is abundant room, also, for teachers' courses in literature that deal with materials quite outside the elementary program—courses for example that have to do primarily with the principles of interpretation which, while gained, so to speak, in an adult context, may if properly presented be effectively applied in the teaching of children.

¹ *The Professional Preparation of Teachers for American Public Schools*, pp. 150 f.

Analogous opportunities are presented in the study of mathematics. The "simple" arithmetical processes that loom so large in the elementary curriculum have had a long and interesting history, to know something of which will add greatly to the teacher's appreciation of their importance and to his understanding of the difficulties that the young learner encounters in their mastery. Then there is the wide range of applications to the problems of business and industry. Arithmetic in the upper elementary grades, indeed, has as one of its chief functions giving the child an initial acquaintance with the way in which the world's business is organized and conducted, and it is especially important that the teacher understand the elements at least of such subjects as banking, insurance, taxation, and joint-stock undertakings. Finally there is the contribution that the study of the more advanced phases of elementary mathematics and their application may make to the teaching of arithmetic.

The field of geography fairly bristles with opportunities for developing advanced professional courses. To teach well to fifth and sixth grade pupils the rudiments of physical geography demands upon the part of the teacher a measure of understanding far beyond that apparently presupposed by the brief courses in this subject that one usually finds in teacher-training institutions—if, indeed, the institution offers anything whatsoever beyond a perfunctory "review" of the elementary subject matter.

Of equal importance and warranting an even more extended and thoroughgoing treatment are the so-called "human" or social and economic phases of geography. The rich possibilities inherent in geography from this point of view have scarcely been touched in the elementary school, and yet no other subject could be utilized more effectively to broaden the pupil's horizon and stimulate an aggressive interest in further study. Teachers who are liberally equipped with the resources now readily available for advanced courses can make of elementary geography not only a fascinating study to practically all children, but a most useful study from the point of view of preparation for citizenship. The sources of the goods which supply our needs; the manners and customs and institutions of the people who produce them; the effect of climate and topography upon the ways in which people live and work; the agencies and routes of transportation; these are some of the

obvious topics concerning which every voting citizen should be informed. But beyond the information there is needed something else,—an appreciation of what the goods of life cost in terms of human ingenuity and human effort and beyond this an appreciation of the interdependence of peoples and nations. Nor is an acquaintance with the development of geographical knowledge without its value. Not only is the literature of discovery and exploration intensely interesting and richly informing to the normal child in the later juvenile and early adolescent years, but the types and examples of persistent and effortful achievement that it presents in an elemental and appealing context may well form the basis of thoroughly dynamic ideals and standards.

The case of history and the social sciences is even more convincing. One may admit that the historical equipment of the pupil leaving the elementary school will necessarily be limited without committing one's self to the conclusion that the present very narrow limitation is at all necessary or that much more could not be done in the time now provided in the first six grades; there are abundant opportunities to lay sound foundations. Courses that are to be directly related to the needs of teachers in these lower grades will involve perhaps a modification of the courses in history now offered in the colleges as will corresponding courses in English, mathematics, and geography. It will probably be agreed that the emphasis in history should fall upon the lives and customs of peoples—upon social and industrial development rather than upon political and economic history. The biographical element in history has in the past had the central place in elementary school courses below the seventh grade, and while there is some evidence that we have underestimated the capacity of even young children to undertake a more systematic study of historical events it is clear that too much cannot be expected in the way of grasping large movements. The teacher's equipment, then, should be especially rich in the kind of materials that can unquestionably be utilized in the elementary school; but this should not be interpreted to mean that the broader point of view should be neglected in the teacher's training. His own treatment of the more concrete materials, especially as regards selection and relative emphasis, will depend very largely upon his understanding of their deeper meaning.

What has been said regarding these four basic studies of the elementary school program will suffice to indicate the nature and value of advanced professional courses that deal primarily with the subject matter with which the elementary teacher is chiefly concerned. It is assumed that the courses will be offered by subject matter specialists, some of whom will be members of the Cleveland School of Education staff while others will be members of one or another of the faculties of Western Reserve University.

A second type of advanced professional courses will deal with the more technical aspects of the elementary subjects rather than with the greatly enriched content for such subjects that courses of the first type will aim to supply. Reference is here made to the materials that are now available under the name, "Psychology of the Elementary School Subjects". These materials are particularly rich in the fields of arithmetic, reading, spelling, and handwriting. The general term may also be extended to include the scales and tests that have been developed and standardized for measuring the results of teaching in these and other subjects. Ultimately, no doubt, the subject matter specialists will incorporate many if not most of these materials in the advanced professional courses described above. At the present time, it will be necessary to have them treated by the department of educational psychology and educational theory. The coöperation of the Department of Education in the College for Women of the University with the corresponding department of the Cleveland School of Education will be important in this connection.

A third type of advanced professional study will have as its aim not so much an addition to the teacher's equipment in specialized scholarship or in technical skill as a broadening of the professional horizon and an enhanced understanding of the place of education in the social organization. It is here that the contributions of the university departments of philosophy, economics, sociology, and political science will be of outstanding value.

Courses of this type should not be narrowly conceived. They should be designed to broaden and liberalize the education of elementary teachers with emphasis upon subjects that will help them to understand and interpret the major activities and interests of modern life. Of particular significance will be the treatment of such topics as modern industry, commerce, government and politics.

Here a large emphasis should be placed upon the industrial, commercial, economic, civic and social conditions, and opportunities of the city of Cleveland. It is important that the children of the public schools shall be trained to understand and appreciate the opportunities, privileges, obligations, and responsibilities of life in their own city. This will result almost as a matter of course if the teachers of the city are interested in these aspects of the city's life and are well informed concerning them. Courses of this character will also serve the purpose mentioned above of deepening the teacher's appreciation of the work which she is doing in the elementary schools.

The dominant purpose of the advanced courses for elementary teachers, as we conceive of them, is to contribute definitely to the professional equipment of the elementary teacher. It would quite defeat this purpose to have these courses so organized and presented that they would tend to draw teachers away from the elementary service,—to give them the impression that only in the more “advanced” studies of the high school and college are there opportunities for intellectual growth and scholarly achievement on the part of the teacher. Their fundamental aim must be to reveal these opportunities as inherent in the materials of the most “elementary” instruction.

The very term “elementary,” indeed, has come to have an unfortunate and a quite unjustified implication. It is associated in the minds of most people with the simple and the rudimentary. It would be far better to speak of the materials of the lower schools, not as *elementary*, but rather as *elemental* and *fundamental*. If we think of education as the process of placing each generation in possession of its heritage of skill, knowledge, and ideals it would seem incontestable that the parts of this heritage which are to be made the common property of all should be the most precious parts,—the parts that the race could least well afford to lose. And generally speaking the evolution of the elementary program of studies has been in accord with this standard.

But just because the basic elements of the human heritage are almost inevitably selected as the materials of that type of education to which everyone is subjected, just because they are the common property of all, their fundamental significance tends to be overlooked. Everyone knows that the earth is round; and because the earth's rotundity has been made a fact of common knowl-

edge, it has become to the minds of most people a commonplace fact. Popular respect for knowledge or for skill tends to vary inversely with the measure in which the knowledge or the skill becomes universal. The effect of this attitude may be negligible elsewhere, but it is far from negligible in connection with teaching. Above all else the teacher must have a profound respect for his materials. Generally speaking the materials of elementary education richly deserve this respect, and a fundamental function of the education of teachers is to insure this attitude.

But if the advanced courses for elementary teachers should be designed specifically to reveal to these teachers the possibilities that are inherent in their materials and in their work, it should not be inferred that a mere "contentment with their lot" is the desired objective. A form of education that explicitly aims simply to make people contented with conditions as they are is properly repulsive to American ideals of democracy and progress. The foregoing discussions have assumed that the elementary service will provide rewards and recognitions that will make it well worth while for a teacher to strive to attain distinction in the actual work of teaching children. Beyond this, too, the Senior Teachers College should make it possible for teachers now in the elementary schools to prepare for high school teaching, for special types of teaching, for supervision, or for administration. The important condition to be fulfilled here is to insure that a change from one type of educational work to another does not involve disparagement of the work from which the change is made. "Promotion" to the highest positions of distinction and reward should be possible within each branch of the service, and changes that are made should be inspired by the conviction that one can render better service in another post rather than by the feeling that the desired post offers intrinsically larger opportunities.

It would seem reasonable, too, that direct preparation for a change of work should not be undertaken as a general rule through attendance upon extension courses during the regular school year, but should rather be left for summer courses. Experience has shown that, when teachers undertake advanced study during the time when they are carrying a full teaching program, the benefits are directly proportional to the closeness of the relation between their advanced study and their teaching. As long as the advanced courses can be made to contribute to the solution of problems arising

in the teacher's daily work, the results are most salutary, but when they are remote from these problems, and especially when they are specifically directed toward another field, the effect is likely to be distracting and the daily work is almost certain to suffer.

The success of the advanced courses for elementary teachers will depend very largely upon the attitude and equipment of the instructors who offer them,—and at the outset particularly upon the attitude. The subject matter specialist is likely to be handicapped by lack of acquaintance with the elementary school problem. We do not think that this will be an insuperable obstacle to the success of the work, for if the task is approached in the right way what he lacks in the way of first hand experience can be in part supplied by his students. In the beginning the work will be likely to demand and to stimulate a goodly measure of tolerance upon the part both of the student and of the instructor for the shortcomings of one another. Whatever may be his limitations of actual experience, then, the otherwise well-qualified instructor should be able to make his courses profitable provided that he has a sincere respect for the work that the elementary school represents and a real interest in its problems. University instructors whose classes have been largely attended by public school teachers are almost always enthusiastic in their praise of these mature students. No other student group perhaps will surpass a body of elementary teachers in the aggressive interest that they evince in their work and in their appreciation of the efforts of their instructors.

It should go without saying that courses offered for elementary teachers in the Senior Teachers College should be credited toward the Bachelor's degree and ultimately toward more advanced degrees. This does not mean that courses will not be offered that do not carry such credit. Not infrequently changes are made in the work of the elementary school that will require of all teachers practice in a new type of skill,—a change, for example, in the "style" of handwriting to be taught, or a change in the technique of teaching reading to beginners. The Senior Teachers College should be free to offer such courses irrespective of the credit toward a degree that they may or may not earn. As in other institutions of collegiate rank, questions involving credit toward a degree should be settled upon recommendations of the faculty. The organization of the faculty of the Senior Teachers College for this and other purposes will be considered in a later section of this report.

CHAPTER IV.

THE ADVANCED EDUCATION OF JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

The aims and principles that, in our judgment, should govern the advanced courses for high school teachers do not differ essentially from those presented in the preceding section as governing the advanced courses for elementary teachers. The problem again is one primarily of insuring a continued and a continuous growth throughout the period of the teacher's service. In some respects, advanced courses for secondary teachers will be less difficult to organize and administer than are courses of the same grade for elementary teachers. The work of the high school teacher resembles more closely the work with which the college and university instructor is familiar; the high school teachers are themselves more frequently college bred; and their teaching while more intensive than that of the elementary teacher does not cover so wide a range of subjects.

On the other hand, the organization of these courses presents certain difficulties that it will not be easy to surmount. The most troublesome problems of high school instruction demand for their solution teachers who not only are thoroughly grounded in their subject matter, but have developed also the fine art of adapting it to the adolescent mind,—teachers who can transform indifference into an eager and aggressive interest.

It has been customary to say of the young men and women who go as college graduates into the high school service that they too frequently take with them the attitudes and methods of the colleges; that their chief interest is in teaching Latin or mathematics or science rather than in teaching boys and girls; and that to offset these tendencies they need, in addition to their equipment in subject matter, instruction in educational theory and training in methods of teaching. The colleges that prepare high school teachers have consequently added to their programs courses in educational theory and practice that prospective high school teachers have been encouraged and in some cases, required to take.

There is a general conviction that while these professional courses do something to fit the college graduate for high school

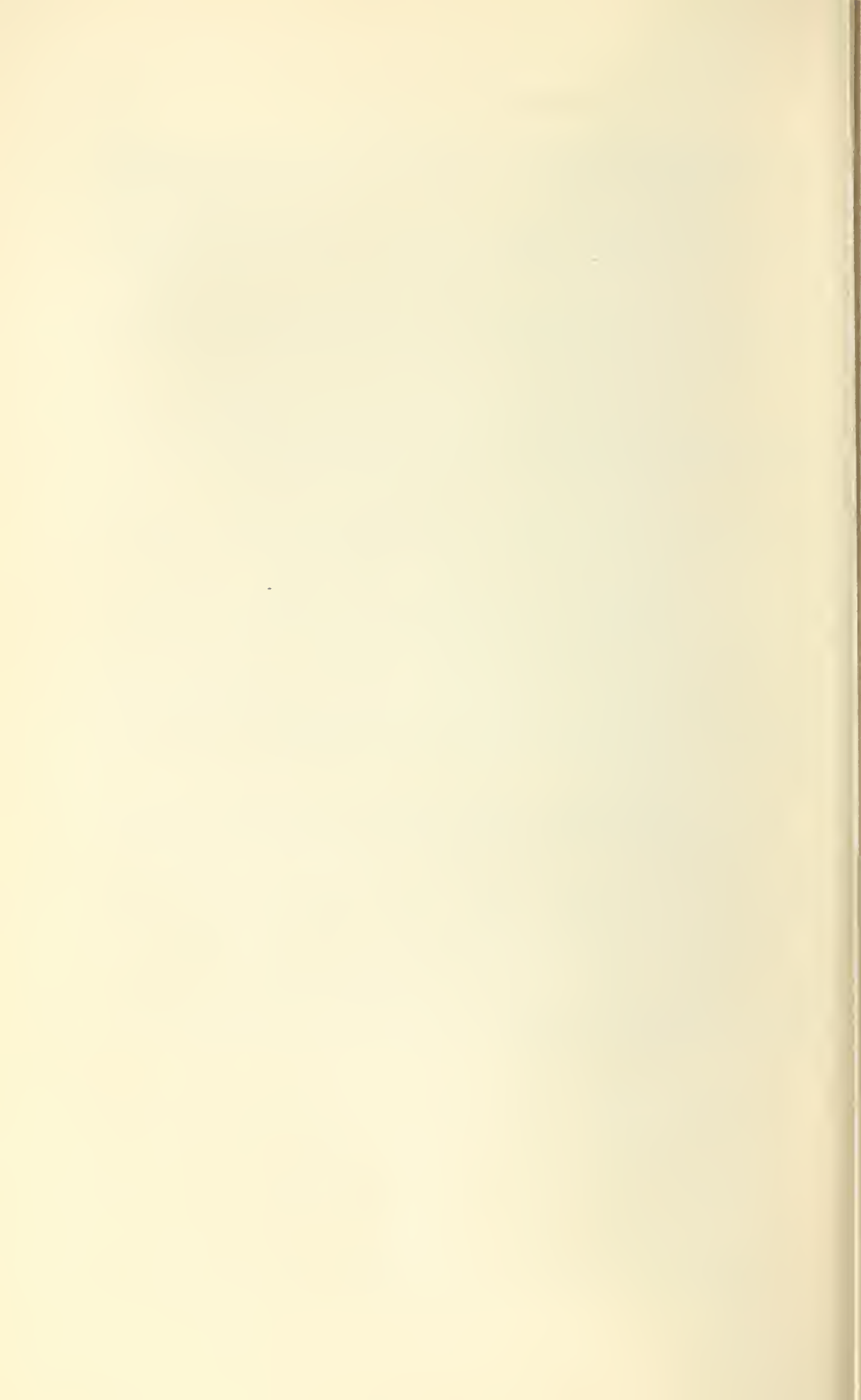
teaching, they have not as yet solved the problem in a satisfactory manner. The difficulty seems to lie in their detachment from the basic instruction in subject matter. They have been added to rather than incorporated in the college curriculum. They have not infrequently been looked upon with distrust, not to say disdain, by the instructors in the subject matter departments who have believed, and sometimes with justice, that they lack substance. Nor have the efforts of the subject matter specialists themselves to solve the professional problem by offering "teachers' courses" in their respective fields been crowned with outstanding success.

There is a distinct place in the Senior Teachers College for the development of courses for high school teachers in service that will not only contribute immediately to the professional equipment of these teachers, but also point the way toward a more effective type of preliminary training for this branch of the service. We have in mind here primarily advanced courses dealing broadly and intensively with the materials of secondary instruction. The treatment will obviously vary in the different departments of instruction, but in all departments there would seem to be innumerable opportunities for such courses. Every field of knowledge is continually developing, and new discoveries are constantly affecting—or certainly should affect—the problem of teaching the subject even in its most elementary phases. The advanced professional courses would differ from other collegiate courses dealing with new discoveries in laying their chief emphasis upon the modification of the substance and method of secondary instruction that these discoveries involve. There are, too, even in the oldest and most thoroughly "standardized" of the secondary subjects many opportunities for eliminations and replacements that an advanced study of the problem may well reveal; and there is always the opportunity to find new and illuminating applications for the principles that in themselves do not change. With groups of experienced and well prepared high school teachers working year after year in coöperation with university scholars in the various fields; concentrating closely upon the problem of making their specialized knowledge both valuable and appealing to high school boys and girls; bringing directly, the one group from its classrooms the fresh experience, and the other group from its libraries and laboratories the fresh knowledge—with such a combination, the future of the high school will be amply insured. And it is clear that nothing else will insure

this future so effectively and so inevitably as will such continued, intensive, coöperative effort. Commissions and committees that meet once or twice a year are now the chief agencies for the advancement of secondary education. Without detracting in the least from the good work that these organizations have done and are doing, no one can well dispute the much more fundamental influence that would be exerted by large groups of high school teachers working week in and week out with competent university scholars.

For some time to come, there will be a need in Cleveland for courses somewhat less advanced than those just discussed,—courses intended primarily to fit former seventh and eighth grade elementary teachers for the differentiated work of the junior high schools. The problem here will be to take teachers who have heretofore given instruction in all of the subjects of the upper grades and to make them specialists in one or more of the junior high school branches. Again the broadly professional study of subject matter will be the point of chief emphasis. The opportunities for making significant contributions to this new field of educational effort are numerous and appealing. The junior high school is still in an experimental stage of development, and its ultimate success will depend very largely upon the attitude and equipment of its teachers. The Senior Teachers College has here a clear field that will amply repay the most careful cultivation.

Both the junior and the senior high school teachers, like the elementary teachers, will be called upon in larger and larger measure to coöperate with the administrative officers in the framing and carrying out of educational policies. They will consequently wish to supplement their study of subject matter by undertaking occasional courses in educational theory and in the related social sciences. There will be a place, too, in the advanced education of these teachers for technical courses dealing with the psychology of the subjects that they are teaching.



CHAPTER V.

COURSES FOR SUPERVISORS AND ADMINISTRATORS

It has been one of the fundamental assumptions of the preceding discussions that a change from a teaching position to a supervisory or administrative position is not necessarily to be looked upon as a "promotion" or as a professional advancement,—that there shall be in the teaching service opportunities which will make it possible for the teacher to achieve the highest measure of professional distinction without involving transfer to supervisory or administrative duties. An acceptance of this assumption, however, should not imply a disparagement of the administrative and supervisory functions. It is reasonable to believe that success in administration requires specialized talents or abilities that do not always go with success in teaching, and experience has clearly taught that one who is an excellent teacher is not always for that reason a competent supervisor of other teachers.

It is sound policy, then to recognize that specialized forms of service, whether in teaching, in supervision, or in administration, demand specialized training based upon the initial selection of persons who have native talents for one or another of the three types of work. For the supervisor, and in a somewhat smaller measure for the administrator, a first hand acquaintance with the actual task of teaching is essential. The apprenticeship through which advancement to the rank of administrator, supervisor, or master teacher is sought should be the same; namely, the apprenticeship of the classroom. This need can be recognized without implying invidious distinctions among these advanced ranks.

In recruiting competent persons for the supervisory and administrative staffs, it would seem that the chief source of supply should be the younger members of the teaching corps who have given evidence that they possess the requisite native qualifications. By recognizing the status of the master teacher as essentially equivalent to that of the supervisor and the administrator, it will be unnecessary to draw the most competent teachers out of the classroom service for "promotion" to administrative posts as has been done in so many of our city school systems in the past. At the same time, to require

an apprenticeship in the classroom service is an essential condition of appointment to the supervisory and administrative staffs and to add to this a period of specialized training will be to remove the more serious objections of the older teachers to the appointment of supervisors and administrators who are younger than they. With the development of this plan, the relationships of the supervisor or the administrator to the master teachers will approximate those of one colleague to other colleagues rather than those of a superior officer to his subordinates. The latter relationship will quite properly be retained between the supervisor or the administrator and the younger classroom teachers who have still to "win their spurs".

The organization of the Senior Teachers College will make it possible to provide exceptionally strong courses for prospective supervisors and administrators. While a large proportion of these courses will be of technical character and will consequently be offered by the staff of the Cleveland School of Education, the co-operation of the University will be far from unimportant. In addition to the advanced study of subject matter, which will be particularly important to the supervisor, the contributions of specialized scholarship in the fields of sociology, economics, political science, statistics, architecture, and sanitation have a large potential value which can be made thoroughly dynamic by the right kind of co-operation between the University specialists and the various groups of public school workers.

It is clear, too, that many of the courses provided for prospective supervisors and administrators, will be attended with great profit by supervisors and administrators already in service. The enrollment of these men and women in the Cleveland School of Education will in itself add much to the significance of the work in the eyes of the classroom teachers; but there will be a value over and above this contribution to the morale of the school system. It is highly desirable that the condition in which all principals of elementary schools have received an education equivalent to that of a college degree, shall be established as soon as possible. Elementary principals, as well as those of Junior and Senior high schools hold very important places of leadership in the system and if they are to continue to merit the confidence and respect of the teachers under their supervision who are themselves going forward in the Cleveland School of Education, the principals themselves must be equally progressive.

The present policy in the administration of the schools apparently is to decrease the number of small schools and increase the number containing a thousand or more pupils. If this policy is to be continued, salaries of \$4,500 or more may be paid to elementary principals in the larger schools without making the per pupil cost much, if any, greater than it is at present. These salaries should serve to attract young men of ability as well as young women to enter the Junior Teachers College and prepare themselves as teachers with the prospect ahead of attaining positions of the character and influence of these better principalships. It is very desirable that promising young men shall be drawn into the service of the schools in this way. To this end emphasis should be placed on the preparation of young men for administrative and supervisory positions. Young men as well as young women should enter the Junior Teachers College also with the prospect in mind of becoming Junior and Senior high school teachers.



CHAPTER VI.

COURSES FOR SPECIAL TEACHERS AND FOR OTHER SCHOOL OFFICERS AND EMPLOYEES

It is extremely important in so large a system as that of Cleveland that a supply of well trained teachers should always be on hand to fill vacancies that may occur and to meet any emergencies that may arise due to changes in the course of study or to the reorganization of any part of the work that may be found necessary in carrying out the policy of the Superintendent and the Board of Education.

Courses should also be provided for teachers of deaf, feeble-minded, anæmic, tubercular, crippled, blind, speech defective, abnormally bright, and specially gifted children, in short of every type of unusual children for which special provision needs to be made. In planning such courses the needs of the night schools, continuation schools and other forms of educational extension should not be overlooked. In a city school system like that of Cleveland, equipped with such a school of education, there is no legitimate excuse for not having ready *in advance*, teachers prepared for any kind of service that will be needed on account of revision of the course of study or the introduction of new activities.

As stated elsewhere in this report there should be, in order that these results may be obtained, a direct and intimate relationship between the superintendent of schools and the head of the Cleveland School of Education also between the members of the superintendent's staff who are responsible for various aspects of the work and the specialists in the faculty of the Cleveland School of Education who are engaged in preparing teachers for these special fields. For example, there should be close coöperation between the teachers of applied arts in the Senior Teachers College and the head of this division in the school system.

A most gratifying development in our city school systems has been the appointment of school physicians and school nurses and the establishment of medical, dental, and psychological clinics. There is every reason to believe, however, that the beneficial results that have followed from this development could be greatly increased by giving to the physicians, nurses, dentists, and psychologists who enter the public school service a specialized training supplementing the equipment provided by the various professional schools and designed to meet the specialized needs which this service presents. The success that has attended the summer courses for school physicians and school nurses offered by the Cleveland

School of Education is clearly indicative of the importance of this work. The establishment of the proposed relationships with Western Reserve University will make it possible to carry this development still further. Indeed, with the start that has already been made, Cleveland could quickly become the recognized center for the preparation of men and women for these branches of the service.

Nor are the possibilities of improving the work of the public schools through the training of the personnel limited to the professional groups with which the preceding discussions have been concerned. There is scarcely a type of service needed in a great school system that could not profit by the provision of facilities of training. The clerical work of the school is specialized in its character and well trained office employes can do a great deal to make the work of teachers, supervisors and administrators more effective. In many of our school systems, the attention and energy of the teachers and principals are too largely absorbed in a kind of record keeping that a competent clerk, especially trained for these duties, could do very much better, leaving the teachers and principals free for the basic work which the school represents, the all important spirit of which is likely to be destroyed by an overplus of routine.

Of very large importance, too, are the services of the custodians of school buildings. Fortunately the schools of most large cities have been divorced from "politics" as far as the appointment of teachers and principals is concerned. But in many cases the janitors are still very much "in politics". The public does not often recognize the fact that the custodian of a school building is more than a caretaker whose duties are summed up in firing the furnaces, washing the windows, and sweeping the floors. The discharge of these duties involves serious responsibilities where the lives and the health of children are concerned. But beyond these, the school "janitor" very frequently comes into intimate contact with the children themselves. Disciplinary functions are often delegated to him,—quite necessarily in schools that are in charge of women principals and in which all of the teachers are women. Adequate provisions for the training of these employes may well form a part of the program of the Cleveland School of Education. While the direct coöperation of the University in such work will doubtless be negligible the proposed affiliation of the School of Education with the University will enable the former to undertake the tasks of this type without undue interference with its other functions.

CHAPTER VII.

ADMISSION AND ADVANCED STANDING

In the following discussion with reference to standards for admission and acceptance of courses and diplomas toward advanced standing, it has been deemed desirable to consider these two major topics in order and exclusive of each other. It is hoped that such treatment will render the statement clearer of interpretation and easier of administration.

Minimal Standards for Admission

I. The regulations at present in force for admission to the Cleveland School of Education are as follows:

Any student is provisionally admitted to candidacy for the Normal (Junior Teachers College) diploma:

1. Upon presentation of an official certificate or statement of graduation with an average of 80 per cent. or above from a four-year course of a first grade high school or equivalent.

2. In case of persons of mature years or of previous teaching experience, upon examination and official approval by the Committee on Standards and Credits subject to final approval of the faculty.

3. In cases of persons of mature years or previous teaching experience, upon presentation of sufficient credits from the Cleveland School of Education or other institution of equal grade to make up deficiency in the previous high school credits. The Committee on Standards and Credits shall decide the total number of credits necessary to make up such deficiency in each individual case, it being understood that twelve semester hours of Junior College credits shall constitute the minimum equivalent of one year of high school credits.

After provisional admission to candidacy for the Normal diploma the Dean of the Cleveland School of Education reserves the right upon recommendation of the faculty to advise any student doing unsatisfactory work to withdraw from candidacy for the Normal (Junior Teachers College) diploma.

The Commission approves in general these regulations governing admission to the Cleveland School of Education. How-

ever, just as soon as the need for additional teachers can be met, a qualitative standard should be added, and it is suggested that the relative rank of the applicant for admission, in his high school class, should be the qualitative standard rather than actual numerical grades. As has been suggested in an earlier section¹ this standard should be raised as early as possible, so that only those ranking in the upper half of the graduating classes of the high schools would be admitted without examination. Whenever such increased standard is established, applicants with lower rank should be given some examinations, and their admission or rejection determined by a study of the results of the examinations along with the high school record. It is suggested, further, that in such cases, the applicant be given the option of taking examinations in four of his high school subjects, one of which should be English; or an intelligence examination, coupled with an examination in English composition.

II. Applicants who have completed the full requirements for the one¹ year, one and one-half² year, or two year Normal (Junior Teachers College) diploma by actual and full residence in the Cleveland School of Education, or the former Cleveland Normal Training School, and have received the normal diploma, should be admitted to candidacy for the Bachelor of Education degree with advanced standing toward that degree as indicated under "*Advanced Standing*"³ below.

III. Applicants who have been admitted to candidacy for the two year normal diploma of the Cleveland School of Education and who have satisfactorily completed at least one half year of actual and full time residence should be admitted to candidacy for the Bachelor of Education degree with advanced standing towards that degree as indicated later under "*Advanced Standing*". (See Section II, Article 3, page 38).

¹ Given prior to 1894.

² Offered from 1894 to 1899.

³ Owing to the state of the earlier records, cases may arise where it is impossible to determine from the records available whether or not a given student comes under this classification, e.g., in certain instances the only record available is to be found in the weekly "Record of Proceedings of the Board of Education"—which record indicates solely that the diploma was granted, but does not indicate on what basis. In such cases, the signed statement of the applicant that the diploma was received as a result of one year, one and one-half years, or two years of actual and full time residence in the Department may be taken as sufficient evidence that the applicant comes under this classification.

IV. Applicants from other educational institutions of standard grade should be admitted to candidacy for the Bachelor of Education degree under the same conditions as regular students and graduates of the Cleveland School of Education listed in paragraphs I, II, III immediately preceding.

V. Holders of Bachelor's degrees from institutions of standard grade should be admitted to candidacy for the degree of Master of Arts in Education, provided they can demonstrate that they are qualified to do the advanced professional work required for that degree.

Advanced Standing

I. Advanced standing towards the normal diploma.

The Commission finds the following regulations in effect at present in reference to credit towards advanced standing for the current two year Normal or Junior Teachers College diploma:

"The current requirements for the two year normal diploma of the Cleveland School of Education shall be sixty-six semester hours of normal or Junior Teachers College credits distributed over the several departments (Art, Education, English, Geography, etc.) approximately in accordance with the course of study in the Normal Department or Junior Teachers College of the Cleveland School of Education for the given year, and in no case in excess of twice the number of semester hours credit in the regular course of study of that department for the current year.

Of the total sixty-six semester hours necessary for the normal diploma, not less than sixteen semester hours (one half year's work) must be taken in residence in the Cleveland School of Education (Normal Department, Extension Department, Summer Session).

Credits other than those taken in the Normal Department are accepted towards the Normal (Junior Teachers College) diploma as follows:

1. All such credits must be of Normal or Junior College grade and must not have been used for admission to candidacy.

2. Credits from other teacher training or collegiate institutions of standard grade may be accepted when officially certified as completed and accredited by such institutions provided the credits are not duplicates of any presented from other institutions.

3. Evaluation of non-residence credits toward the Normal (Junior Teachers College) diploma shall be made independent of any statement of such evaluation made by other teacher training or collegiate institutions or State Departments of Public Instruction.

4. The total number of credits which may be accepted from other standard institutions towards the Normal (Junior Teachers College) diploma shall not be in excess of the total number of semester hours credit which might have been secured in an equal period or under an equal schedule in the Cleveland School of Education.

5. Credit in fulfillment of the residence requirements in Observation and Practice Teaching may be granted applicants for the Normal (Junior Teachers College) diploma upon the following conditions:

(a) Such applicant must have had at least two years of successful teaching experience properly attested.

(b) Credit may be granted only after visitation and recommendation to that effect by an instructor or official of the Cleveland School of Education or other properly qualified person or official designated by, and in this instance representing the faculty of the Cleveland School of Education.

(c) The total credit thus accepted towards the Normal (Junior Teachers College) diploma may not exceed one fifth of the total number of semester hours credit in the regular school year (for the year 1921-22, six semester hours).

6. In case of persons of mature years or previous teaching experience and when so approved by the Committee on Standards and Credits the student may present a limited number of credits for work done in private. Credit for such work is granted only upon examination and official certification by the head of the department concerned. The total number of credits which may thus be presented towards the Normal (Junior Teachers College) diploma shall not exceed four semester hours.

7. A maximum of eight semester hours credit in not more than three departments other than those in which courses are given in the regular curriculum of the Junior Teachers College during the current year, may, when so approved by the Committee on Standards and Credits, be accepted towards the Normal (Junior

Teachers College) diploma when presented from, and officially certified by, institutions of normal or collegiate grade.

The Commission approves, in general, of the spirit and content of these regulations in reference to the granting of advanced credit towards the Normal (Junior Teachers College) diploma, particularly those requirements which specify that all extra-normal credits shall be of Junior College grade and shall be officially certified as completed and accredited by the institution in which the work was taken. There is doubt as to the wisdom of the provisions in Article 6 for granting credit based on private study, even after examination by the faculty. The educational value of such work is rarely, if ever, up to that of work done in the regular way by systematic classroom instruction. Furthermore, it should be understood, in connection with Article 5 above, that the total amount of credit for observation and supervised teaching and actual teaching while in service shall in no case exceed the maximum mentioned in paragraph (c).

II. Advanced standing toward the Bachelor of Education degree.

1. Candidates for the Bachelor of Education degree who have taken the one¹ year course, the one and one-half² year course, or the two year course in the Junior Teachers College of the Cleveland School of Education or in the former Cleveland Normal Training School by actual and fulltime residence in the same, and have received the regular one year, one and one-half year, or two year Normal (Junior Teachers College) diploma should be given respectively one year, one and one-half years, or two years of advanced credit in the four year course leading to the Bachelor of Education degree.

2. Candidates for the Bachelor of Education degree, who have been admitted to candidacy for the two year diploma of the Junior Teachers College and have satisfactorily completed at least one half year of actual and full time residence in the Junior Teachers College (as specified in Section III above, under "*Minimum Standards for Admission*") should be given one half year of advanced credit in the four year course leading to the Bachelor of Education degree for each half year of actual and full time

¹ Given prior to 1894. ² Offered from 1894 to 1899.

residence in the Junior Teachers College satisfactorily completed and accredited.

3. In the cases of candidates not included in sections 1 and 2 above, but presenting a diploma from the Cleveland School of Education or presenting single courses or groups of courses taken in the Cleveland School of Education for advanced standing, the following statements and recommendations seem appropriate:

(a) If such candidate holds a diploma, he should be required to present evidence concerning the scholastic work upon which the diploma was based, such as is required in the case of all applicants for advanced standing who do not hold diplomas.

(b) Extension work or Summer School work in the Cleveland School of Education, done subsequent to June 15, 1918, should be given full credit as stated in the published announcements of the subjects offered; it being understood that the credit announced in all cases subsequent to that date was computed on the basis of at least 15 actual lecture or recitation hours for one semester hour of credit; two hours of laboratory or other unprepared work to count as one hour of lecture work.

(c) Due to the fact that in some instances during the three years from the summer of 1915 to the summer of 1918, an excessive amount of credit was offered it is urgently recommended that the credit granted be on the basis of at least 15 actual class hours for one semester hour of credit; for example, in the extension courses of the year 1916-17, it was announced that 24 class hours would entitle the student to two hours credit, and in the summer school of 1917, it was announced that two and one half semester hours of credit would be given for each single course, to which only 30 hours of class work was given.

(d) It is observed that in some cases previous to 1918, the same student was permitted to secure credit to the amount of ten or even twelve semester hours in one summer session of six weeks. The ordinary amount of credit permitted by first class universities for one six weeks term is six semester hours, with the possibility of eight semester hours in cases where there are reasons of weight for permitting such an amount, but under no circumstances would the credit be allowed to exceed eight semester hours. It is recommended that in all such cases, the credit be scaled down to the maximum of eight semester hours for one six weeks term.

(e) During the current year, 1921-22, the following regulation has been in force with reference to the amount of credit which may be secured in Extension Courses for Teachers offered during the regular school year after school hours: "persons in the full-time employment of any Board of Education or other institution, or students taking a full course in any other institution, are not permitted to register for a total of more than four semester hours of work for the year." The Commission would in general approve of regulations of this sort preventing excessive amount of credit. Since, in previous years, it has been possible for students in Extension Courses for Teachers to secure credit considerably in excess of four semester hours in a given year, it is recommended that in all such cases the credits be scaled down to a maximum of not more than six semester hours for one year's work in Extension Courses in the case of all students, who, at the time of taking the course, were otherwise engaged for full time as teachers or as students in other institutions.

(f) An examination of the records on file in the Registrar's office of the Cleveland School of Education shows that, from the summer of 1915 to the spring of 1918, much important information is lacking, information that is almost uniformly carefully recorded and preserved in Registrars' offices. The examination of the office records also shows quite clearly that the lacking information was never placed on record. For example, in some cases, the reports from the instructors contain only the last names of the students, and there is no way to determine which of the numerous Miss Smiths or Miss Browns are entitled to the credit. In other cases, the records do not say how much time was devoted to the subject, nor how much credit should be given. There are several other types of missing information, enumerated somewhat in detail below with suggestions as to the best procedure to adopt when requests are made for credit in such cases towards the degree in the Senior Teachers College. The examination of the office records also shows that, quite recently, a large amount of work has been done to place the facts which are on record in a systematic form so that they can be readily used when occasion arises. For example, if Mr. John Doe took work in successive years in the Normal Department or Junior Teachers College, in Extension Courses for Teachers, and in Summer Sessions, his records of work in those successive years

have recently been assembled on one card. Previously, the only records for him were for the most part on the lists of students sent in by his instructors at the end of the several terms of study. The most important types of cases of lacking information, during the years 1915 to 1918, are specified below, together with suggestions in regard to the best action in each case when requests are received for the counting of that work towards the degree.

(g) Some reports from the instructors in Extension or Summer School work prior to the summer of 1918 give only the last names of the students. In such cases, when a former student asks for credit, a signed statement should be obtained from her, indicating as definitely as possible, just what subjects she studied, during what particular terms the several subjects were studied, the name of the instructor, the number of class hours per week devoted to the subject, and any other personal information that might be deemed helpful in settling the open question. If the information thus submitted can be reconciled with the records for some person with the same family name, the claim for credit should be granted.

(h) Certain lists turned in by instructors in Extension or Summer School courses prior to the summer of 1918 indicate a credit of a certain number of class hours, after the first name on the list, but indicate no amount of credit after the other names. In such cases, unless there is reason to think that the credit for all members of the class would not be the same, the credit indicated for the first person on the list should be granted to all those on the list.

(i) Some of the class lists for work in Extension or Summer School courses prior to the summer of 1918, have the original number of semester hours (in ink) crossed out, and another number of semester hours of credit written over the same in pencil. In such cases, if the instructor can be reached, a statement in writing should be obtained from him for filing with the report in question, giving information as to the actual time spent by the class on the subject, and his understanding as to the amount of credit to be given. If reliable information cannot be secured by this means, then the first applicant for credit from among the persons on such a list should be asked to file a signed statement giving information as to the amount of time spent by the class upon lectures and recitations, with her understanding as to the amount of credit to be granted.

Such a signed statement from a former student might be verified by asking others whose names are on the same list to present statements giving the facts in the case as they remember them. Unless the facts as given by former students seem unreasonable, they should be considered as settling the question, and credit should be granted accordingly.

(j) A few class lists (for work done prior to the summer of 1918) are on file with the credit column left entirely blank. The procedure for adjusting such cases should be the same as that suggested in the preceding paragraph.

(k) In many cases (prior to the summer of 1918) the individual report card given to the student does not agree with the record appearing on the class list reported by the instructor. In such cases, the list reported by the instructor should be followed.

(l) In some cases (prior to the summer of 1918) there is a student's report card showing certain credits, but there is no report submitted by the instructor to indicate that such a course was given or such credit received by the student. In such cases, the student should be given the opportunity to file a written statement giving all significant information possible, including the names of as many of the fellow members of the class as can be recalled, giving the name of the instructor, giving information as to the scope of the course, and the terms during which it was given, and the number of hours per week devoted to lecture and recitation work in the subject. If such a statement should be filed, it should then be followed by requests for confirming information from the instructor, if he is available, and from some of the fellow students. If the information thus obtained seems reasonable, and creates a strong presumption that such a class of instruction was actually conducted, then the student should be given the benefit of the doubt and credit should be granted.

(m) In connection with a few names on some class lists, filed by instructors (prior to the summer of 1918) a grade of "Failed" is recorded opposite the name, and yet there is also, opposite the name, a stipulated amount of credit. This should be interpreted as merely the amount of the credit that would have been granted if the subject had been passed, and of course, since the evidence indicates that it was not passed, no credit should be allowed.

(n) There are some other types of irregularities in the records prior to the summer of 1918, each occurring in a few cases only. All such cases should be adjusted, following as closely as possible, the methods of procedure as indicated in the special cases just enumerated. Whenever, in any particular case, the facts available indicate a reasonable presumption that the work in question was satisfactorily completed so as to deserve a certain amount of credit, then the doubt should be resolved in favor of the student, provided, of course, that such action does not result in the approval of excessive amounts of credit, contrary to the recommendations for scaling down as given above. The number of persons thus receiving credit and later carrying forward their study to the point of actually getting the degree will be very small, so that the consequence of an occasional error in granting unearned credit will be very slight.

(o) Evidently the credit offered and placed on record during the three years subsequent to the summer of 1915 was intended primarily for submission to the State Department of Public Instruction as credit towards a life teaching certificate, and no obligation exists to count that credit towards any diploma or degree issued by the Cleveland School of Education or the Western Reserve University, in excess of its intrinsic value as judged by the standards of the best universities or teachers' colleges.

(p) It is understood that the recommendations just made in regard to the recognition towards a degree of work done under the auspices of the Cleveland School of Education or the former Cleveland Normal Training School are independent of the proper and just action which should be taken by the Cleveland Board of Examiners in evaluating these records of previous work for use in connection with the salary and promotion of teachers in the service. The Board of Examiners should, of course, be free to use its best judgment as to what the demands of justice are in connection with these irregularities. The utmost that the Cleveland School of Education can do in this connection is to certify transcripts of the records *as they actually exist*. At this point, it should be observed, also that any advancement in the salary scale by special legislation whereby some individuals were given a standing higher than their scholastic preparation would warrant, does not impose any obligation for the granting of advanced credit in the Cleveland School of Education or in the Western Reserve Uni-

versity, beyond that actually based on acceptable scholastic records. This does not necessarily mean different standards, except in the cases of certain teachers now in the service.

4. In the case of applicants asking for advanced credit for work done under auspices other than the former Cleveland Normal Training School, or the Cleveland School of Education, or the Western Reserve University, the applicant should be required to arrange for the submission of official credentials giving full information in detail concerning the work for which credit is asked. If the work was done under the auspices of a normal school, college, or university, which is fully recognized as an institution of good standing, then credit should be granted for it, provided it is subject matter which can properly be counted in the curriculum which the applicant proposes to pursue. In case the work was not done in an institution which is so recognized, credit should not be granted. This includes the non-recognition of scholastic work done by correspondence or in summer Chautauquas, state teachers' reading circles, or under similar auspices. It is very important that all credit granted towards the degree should be based on good standards. Every degree issued should be such as to command unquestioned recognition from the graduate schools of the larger universities of the country.



CHAPTER VIII.

THE ORGANIZATION OF THE FACULTY OF THE SENIOR TEACHERS COLLEGE AND THE ADMINISTRATION OF COURSES, LEADING TO DEGREES IN EDUCATION

It is unnecessary to point out that a coöperative arrangement such as is now in force between the Cleveland School of Education and Western Reserve University presents a difficult administrative problem. Anything in the nature of a dual control or a divided responsibility would be almost certain to interfere seriously with the service which the Senior Teachers College should render. For this reason, the Senior Teachers College should have its own administrative organization, and to this organization a large measure of authority should be delegated jointly by the Cleveland Board of Education on the one hand and Western Reserve University on the other hand.

The framework of such an organization already exists in the Joint Conference Committee that has been in charge of the coöperative program carried out during the past year. The Commission recommends that this Committee be continued with its present personnel for a period of at least two years, and that it be charged with responsibility for the formulation of all general educational policies of the Senior Teachers College and for its administration. At the close of this two-year period, the Joint Conference Committee will be in a position to recommend either the further continuance of such a committee or some other plan of organization that may then prove itself better suited to the situation.

The membership of the delegation representing the Cleveland Board of Education in the Joint Conference Committee is an ex-officio membership consisting of the President of the Board of Education, the Superintendent of Schools, and the head (the Dean) of the Cleveland School of Education. The membership of the University's delegation while not nominally an ex-officio membership is nevertheless essentially that, consisting as it does, of the Dean of Adelbert College, the head of the Department of Education of the College for Women, and the Treasurer of the University. It is at once apparent that all the members of the Joint Conference Committee are by reason of their official positions burdened with many responsibilities aside from the general oversight of the Senior

Teachers College and it is clear that they will need for the proper administration of its affairs the assistance of three subordinate officials:

- (1) A Director
- (2) A Registrar
- (3) A Treasurer

It is recommended that for the two year period referred to above these officials be appointed by the Joint Conference Committee subject to the approval of the Cleveland Board of Education and the trustees of Western Reserve University.

The "Director of the Senior Teachers College of the Cleveland School of Education and Western Reserve University" should be appointed from among those who are on the instructional staff of Western Reserve University or the Cleveland School of Education and preferably from outside of the membership of the Joint Conference Committee. He should be the executive secretary and chief administrative officer of the Senior Teachers College and the chairman of its faculty. His office should be located in the Cleveland School of Education.

The Registrar should be chosen from the staff of the Cleveland School of Education by the Joint Conference Committee subject to the approval of the Cleveland Board of Education and the Trustees of Western Reserve University, and his official title insofar as his functions concern the joint activities of the Cleveland School of Education and Western Reserve University should be "Registrar of the Senior Teachers College of the Cleveland School of Education and Western Reserve University". The Registrar's office should be so located as to be easily accesible to the office of the Director. It is recommended that one Registrar's office should serve for all work done under the auspices of the Cleveland School of Education in the Junior Teachers College and for all work done under the auspices of the Joint Conference Committee of the Cleveland School of Education and Western Reserve University.

The Registrar's office force should include in addition to a trained Registrar a sufficient number of clerks and stenographers to handle all the work that normally belongs to any such office, including the passing upon applications for admission, either with or without advanced standing, the registration of students for their work at the beginning of each semester and at the beginning of the

summer session, the checking up of records of work in each particular case with the requirements of the curriculum which the student in question is following, the certification of records and advanced credit to the proper authorities in the Cleveland School of Education and in the Western Reserve University, as occasion requires, and the certification of records to the Board of Examiners of the Cleveland School System, or to other persons or institutions as occasion arises.

The Registrar should have at least one stenographer for carrying on the necessary correspondence and an additional stenographer or clerk for each group of 1,000 full and part time students, or major fraction thereof, in excess of 1500¹. Furthermore, if there should be, during any particular period of time, a large number of requests for the evaluation of past records, then there should be temporarily added an additional clerk with sufficient training and ability so that she could be used as an Assistant Registrar. This suggestion of an Assistant Registrar, is made because, usually, special rushes for the evaluation of credentials are due to some circumstances which make it important that evaluations be made promptly.

The "Treasurer of the Senior Teachers College of the Cleveland School of Education and Western Reserve University" should be chosen from the staff of the Cleveland School of Education by the Joint Conference Committee subject to the approval of the Cleveland Board of Education and the Trustees of Western Reserve University. His office should be so located as to be easily accessible to the offices of the Registrar and the Director. The Treasurer should be authorized to collect all tuitions and fees due under the approved schedules for courses offered in the Senior Teachers College, whether given by the members of the instructional staff of the Cleveland School of Education, of Western Reserve University or of any other coöperating institution. The Treasurer should also be authorized to make refunds under such regulations as the Joint Conference Committee may from time to time approve. It will be a matter of great convenience to teachers and others enrolling in courses given by both institutions to be able to complete registration and the payment of bills and to secure refunds at the same office or in the same building. The Treasurer should be placed

¹ In this connection, the following figures giving the enrollment of the several departments and sessions for the past year (1920-21) should be noted: Total enrollment in Junior Teachers College, 325; Extension Courses for Teachers, 2043; Smith Hughes Courses, 522; Summer Session, 1373.

under bond in any amount which the Joint Conference Committee may approve and should be given specific instructions from the Joint Conference Committee concerning the principles which are to govern the division of income between the treasury of the Cleveland Board of Education and the treasury of Western Reserve University or other institutions offering courses under authorization from the Committee. The Treasurer's accounts should be audited by the chief accountant of the Cleveland Board of Education and the chief accountant of the office of the Treasurer of Western Reserve University each year as soon as may be after the close of the summer session. Their report should be made in writing to the Joint Conference Committee for transmittal to the Cleveland Board of Education and the Board of Trustees of Western Reserve University.

It is recommended that the Director of the Senior Teachers College be authorized to assign, (subject to the approval of the Joint Conference Committee) any members of the instructional staff of the Cleveland School of Education or of Western Reserve University to conduct courses in the Senior Teachers College. These assignments should be made for the year, or semester or the summer session. In so far as their duties in that College are concerned, the persons assigned in the way just described to give instruction in the Senior Teachers College should be administratively responsible to the Director of the College and through the Director to the Joint Conference Committee. It is the recommendation of the Commission that the usual collegiate grades and titles be recognized in the organization of the instructional staff, and that the assignments referred to above should specify the grade and title of every person thus assigned,—whether it be professor, associate professor, assistant professor, lecturer, instructor, or assistant—in the institution in which he holds his major appointment. It is further recommended that the faculty of the Senior Teachers College comprise the members of the instructional staff of the College who hold the title of assistant professor, associate professor, or professor (in either the Cleveland School of Education or Western Reserve University).

At this point there arise numerous interesting and important questions concerning the proper division of responsibilities as between the faculty on the one hand and the administrative council or Joint Conference Committee and its executive secretary, the Director

of the College, on the other hand, for the initiation or the approval of policies touching the administration of the courses, the formulation and revision of curricula, conditions of credit, etc., etc. In the development during the past year of the details of a general plan for institutional coöperation agreed upon in July, 1920, the Committee found few precedents to point the way and almost no fundamental principles of college administration clearly applicable to the solution of the problems by which they were confronted. The creation of an effective organization which might properly function as a faculty or legislative council could not safely be undertaken in haste. While it was imperative in meeting the needs of the Cleveland schools that the committee should initiate policies, it was clearly impossible to submit them for formal approval to any properly constituted academic body, representing both the Cleveland School of Education and Western Reserve University. They, therefore, wisely invited suggestions from every quarter within the University and the Cleveland School System and in the meantime pressed forward aggressively with a somewhat comprehensive program. The outcome seems to be most gratifying both in the achievements of the year and in the general approval which has been given to the methods by which these results were attained.

It is the belief of the Commission that in the further development of the educational policies and programs of the Senior Teachers College the faculty (constituted as above indicated) should play an increasingly significant part in determining such matters for instance as the courses to be offered, the organization of these courses into curricula, the amount of credit that each course shall carry, the number of credits that may be earned in a given time by students under the varying conditions that extra-mural instruction involves, and the conditions of graduation. During the two year period above referred to, policies touching these matters that are initiated either by the Joint Conference Committee or by the Director should, in our opinion, be submitted, when possible, for faculty discussion and recommendations before being adopted. It is hoped that by the close of this period the organization of the college faculty may be so well stabilized and unified as to make it possible to place in its hands complete responsibility for the determination of policies in respect to such matters and to depend upon executive authority only for final and official approval.

The suggestion that the curriculum policies should be determined very largely by faculty action should not be interpreted to mean that modern scientific methods of studying the curriculum problem are out of place in an institution of this sort. On the contrary, faculty judgment should as far as possible be based upon the results of careful studies undertaken by members of the staff or others who are especially qualified for this type of investigation. The methods of "job analysis" that have been applied so effectively in other fields of vocational education will doubtless be of large value here, and the specialists in applied psychology in the Cleveland School of Education and in the University may very profitably cooperate in conducting studies of this sort.

What may be called the internal organization of the faculty of the Senior Teachers College will from this point on merit the most careful consideration on the part of the Joint Conference Committee. The Commission believes that Departments or Divisions of Instruction should be provisionally established, bringing together in groups that will be neither too numerous nor too large, the members of the instructional staff whose problems are closely related. It is recommended that for the two-year period referred to above each Division work under the leadership of a chairman to be appointed annually by the Joint Conference Committee. These chairmen may appropriately be chosen as the circumstances may in each case warrant from the list of persons whose appointment on the instructional staff of either the Cleveland School of Education or the University has been authorized by its governing body. Proposals regarding courses, curricula, credit, and other matters of educational policy will naturally be initiated by these Divisions of Instruction and referred to the Faculty of the Senior Teachers College for recommendation to the Joint Conference Committee. Unlike the membership of the Faculty of the Senior Teachers College, the membership of each Division should include all persons giving instruction in the field covered, irrespective of rank or grade. Since the larger number of individual courses offered in any one year in the Senior Teachers College will be conducted by members of its staff whose major teaching schedules will lie in some other college (say Adelbert College, the College for Women, the School of Applied Social Sciences or the Junior Teachers College) and since there will, therefore, be likely to be less continuity of service in the instructional staff of the Senior Teachers College than in the

other associated schools, it will obviously require some time to stabilize and unify the organization of each Division of Instruction.

During the period when the school's major policies are in the process of formulation by the coöperative efforts of its Administrative Council, (the Joint Conference Committee), the Faculty and the Divisions of Instruction it is important that the officers of the Joint Conference Committee and the Director should hold periodical meetings with the Chairmen of Divisions of Instruction and that a definite effort be made by these means to give some oversight to the matter of maintaining creditable standards of work in every department. It is a matter of the greatest importance that the regulations governing the conditions of credit be consistently enforced¹ during the two-year period referred to above pending the time when the administrative machinery of the college has been put in complete running order.

Under the agreement now in force between the Cleveland Board of Education and the Trustees of Western Reserve University provision is made that candidates for degrees in Education to be conferred by the University on the completion of the prescribed courses of the Senior Teachers College shall present approximately half the necessary credits in courses taken nominally under the auspices of the University. While this requirement is sound in principle insistence by the University upon its literal fulfillment would certainly work hardship in individual cases and tend to limit the service which the Senior Teachers College might otherwise render, for the reason that in the pursuit of major sequences students will not find for some time to come a sufficient number of courses offered in all departments of the University. It is therefore recommended that during the two year period above referred to when there is likely to be a heavy matriculation of students of advanced standing in the Senior Teachers College and when many adjustments, it would seem, must necessarily be made in the acceptance of credit for work previously done, the application of this rule may safely be varied in individual cases on the recommendation of the Director and with the approval of the Joint Conference Committee.

It is the understanding of the Commission that persons completing approved courses in the Senior Teachers College will, under certain conditions, be granted degrees in Education by Western

¹ In Appendix B are given the regulations in force during the current year. These seem to have been admirably conceived and will with minor modifications from time to time furnish a good working basis for the administration of credits, etc., for the two year period referred to above.

Reserve University.¹ In order to safeguard the interests of the University, it will obviously be necessary that the courses and curricula which carry credit toward these degrees in Education be approved by the University Faculty. Inasmuch as the University Faculty is adequately represented in the Joint Conference Committee, and inasmuch as the Joint Conference Committee will take counsel as fully as possible with the chairmen of the Divisions of Instruction and with the Faculty of the Senior Teachers College before making recommendations to the University Faculty on courses, on curricula, or on the granting of degrees, it is assumed that such recommendations can for the most part be safely approved.

Another matter of considerable importance remains to be considered. It seems to the Commission that it is especially desirable that persons who hold major appointments on the staff of instruction in the Cleveland School of Education should, during any period in which they have been assigned for courses in the Senior Teachers College (provided they otherwise meet acceptable University standards,) be given a recognized status in the University organization. The Commission suggests that an arrangement be made whereby such persons may be appointed for temporary periods to the instructional staff of the University upon the recommendation of the Joint Conference Committee approved by the President of the University.

Finally, it must be evident from the preceding discussions and recommendations that the administrative problems connected with the organization of the faculty of the Senior Teachers College and the administration of courses offered in this college are numerous and are of an intricate character. This solution will not be an easy one. However, the Joint Conference Committee which under the contract now existing between the Cleveland Board of Education and the University has been charged with responsibility for working out these problems has made a commendable beginning and has been able thus far not only to develop a program but to command support for it. The Commission believes, therefore, that whatever difficulties may present themselves in the future, the institutions which have joined in this enterprise will, through their properly authorized representatives make such concessions and adjustments as may be necessary to insure the ultimate and complete success of the enterprise and that they will make as occasion may demand sacrifices worthy of the great cause to be served.

¹ See Appendix B, Appendix C, and Appendix D.

CHAPTER IX.

EXPERIMENTAL, DEMONSTRATION AND TRAINING SCHOOLS

The laboratory equipment of the Cleveland School of Education includes (1) an elementary experimental school in each of the supervisory districts of the elementary school system of the city; (2) an elementary demonstration school quartered in the south wing of the Cleveland School of Education building; (3) two elementary training schools (Bolton and Murray Hill schools), each comprising a kindergarten and grades I to VI inclusive; (4) a junior high demonstration and training school (Fairmount Junior High School) which is now, under the wise provision of the Board of Education, available also as a training school to students of the College for Women of Western Reserve University who are preparing to teach in secondary schools; (5) a system of cadet centers, one or more in each of the supervisory districts of the elementary school system of the city, in each of which a group not to exceed fifteen graduates of the Junior Teachers College, are assigned during the first year of their teaching to the immediate supervision of an experienced "helping teacher" or "cadet supervisor".

The elementary training schools are of special significance to the Junior Teachers College as is the Junior High Training School to the College for Women and to the Senior Teachers College. The demonstration schools should be of large use to the Senior College classes. The policy of maintaining during the summer session, a well rounded program of demonstration school activities in all departments including kindergarten and all elementary grades and in almost all junior and senior high school subjects as well as "special" class for supernormal, subnormal and retarded children and classes in gardening, and other out door activities and of having the elementary demonstration schools and some junior high demonstration classes in session on Saturday during the regular school year for the convenience of teachers in service is especially to be commended.

The Commission also commends highly the recent establishment of experimental schools to supplement the excellent laboratory system that already has been developed. There is a distinct need for testing in a restricted area and under controlled conditions new proposals in teaching-methods, in the organization of school studies, and in school and class management before these proposals are adopted on a large scale. A most serious source of waste has here-

tofore been involved in the failure to make such tests; witness, for example, the successive changes that were made throughout the country in the "systems" of handwriting between the years 1900 and 1915, the endless debate regarding "best methods" of teaching the fundamentals of reading, the rivalry among proponents of different systems of instruction in music and art, to say nothing of the innumerable schemes for reorganizing the elementary and secondary curricula. Most educational processes are intricately complex, and some will perhaps permanently defy efforts toward helpful analysis and experimentation; but others are relatively simple and even those that are complicated frequently yield to persistent attack. There is every reason to believe that well equipped, carefully organized and properly administered experimental schools will make the same type of enduring contribution to educational progress that the agricultural and engineering experiment stations have made to progress in husbandry and industry. The number of truly experimental schools now in existence is very small. There is an opportunity here for the city of Cleveland to render an invaluable service.

In the judgment of the Commission, the experimental schools should include at the outset two or three medium sized elementary schools of fifteen to twenty classrooms, including the kindergarten and the first six grades and an equal number of larger buildings. Ultimately junior high school and senior high school departments might well be added. At least one of these schools should be conveniently accessible to the School of Education building, but immediate proximity is of course not so essential here as in the case of the demonstration and training schools. The buildings chosen should be constructed in such a way as to make possible a wide variety of school activities and forms of group organization and to provide for the testing of different types of school furniture and apparatus. There should also be ample grounds for garden plots, outdoor classes, and athletic fields.

The demonstration and the training schools should be under the direct control of the Cleveland School of Education. For the administration of the training and demonstration schools a Director of Training should be appointed with appropriate rank and status in the School of Education. It would seem best to have the administration of the demonstration and training schools under a single administration although at the outset a joint administration

may be justified. Their successful operation will obviously call for the closest coöperation of administrators and teachers in the School of Education on one hand and of all members of the field force concerned in the administration and supervision of any particular school, as well as of its immediate instructional staff.

It is obvious that appointments to teaching and supervisory positions in the demonstration and the training schools should carry with them a distinct recognition of superior merit. Provided that such appointees meet the conditions of education, experience, and proficiency demanded for appointments to the faculty of the Cleveland School of Education, there should be no discrimination against them as to either rank or salary on the ground that they will be primarily concerned with the teaching of children. When such appointees do not meet the qualifications demanded of appointees to the School of Education faculty, they should be paid a differential of at least \$300 as compared with persons doing corresponding work in the other divisions of the Cleveland school system.

Each training and demonstration school should have its own staff serving under a school principal. In the training schools, departmental principals or "supervisors of training" for the kindergarten, the primary, and the "intermediate" grades, and for the junior high school grades are also needed. Student teachers assigned to a training school should be considered members of the instructional staff during their period of service.

There is large advantage in having teachers in the Cleveland School of Education assigned to certain supervisory duties in the demonstration and training schools, thus bringing them in close and frequent contact with the problems of the lower schools. These duties in the main will be concerned primarily with the supervision of student teachers.

All of the regularly appointed principals and teachers of the demonstration and the training schools together with the Cleveland School of Education instructors assigned to supervisory duties may well form a "training department". This department should hold stated meetings under the chairmanship of the Director of Training to consider and recommend the policies that should govern the work of the training schools considered as a laboratory.

The demonstration school is clearly the place for the exceptionally skillful teacher. In the appointment of such teachers the Cleveland school authorities have wisely given the Cleveland School

of Education wide freedom in selecting persons from within the system or outside of it. The policy adopted in recent years of attracting to Cleveland for work in the demonstration schools during the summer session a considerable number of experts drawn from the country at large has much to commend it entirely apart from the success of the particular demonstrations of individual experts who would not be available except for short periods during their school vacations. It indicates a determined effort to prevent the development of provincial attitudes of mind which is unfortunately a common tendency among teachers even in the largest cities.

The administration of the experimental schools should exemplify the best forms of coöperative effort as between the officials of the Headquarters staff of the Cleveland School System and the administrative officers of the Cleveland School of Education. The staff of the experimental school should, of course, be somewhat flexible. Its permanent members will be the principal and his administrative assistants together with the specialists in educational psychology and measurements, most if not all of whom will also give instruction in the School of Education. The teachers will generally be assigned from the demonstration and training schools or from other schools for longer or shorter periods. This suggestion is made under the assumption that an experimental school will aim primarily to determine not what can be done with highly selected teachers but rather what may be expected from new proposals at the hands of the type of teacher to whom the work of elementary and secondary education is commonly intrusted.

The provision for "cadet centers" at one or other of which every graduate of the Junior Teachers College is provided with a working companion, a "supervisor of cadets," an experienced, capable "helping teacher" affords the best possible safeguards to the novitiate during the probationary period of her teaching. It is gratifying to note that Cleveland school principals have been officially instructed not to assign beginning teachers to mixed grades or to portable class rooms. There is every indication that the Assistant Superintendent in charge of elementary schools, the General Supervisors, the principals and the "cadet supervisors" throughout the system are making a determined effort to introduce the recent graduates of the Junior Teachers College to the work of teaching under the most favorable conditions. This tends to promote morale in the teaching corps as well as to develop individual efficiency in teaching and is therefore heartily commended.

CHAPTER X.

THE TEACHING LOAD IN RELATION TO THE MAINTENANCE OF GOOD STANDARDS OF INSTRUCTION

The regular teaching program of the Junior Teachers College of the Cleveland School of Education is fifteen periods of class work each week for each instructor. For extra-mural service, which comprises most of the teaching of senior college classes, the standard "load" is twelve class hours each week. Extra-mural classes on Tuesday and Thursday afternoons from 4:30 to 5:30 are distributed among fifteen centers in different parts of the city. Saturday classes are held in a smaller number of centers. Evening classes meet at convenient points near the public square. Most of the members of the staff of the Cleveland School of Education carry divided programs approximating two thirds of the regular schedule with intra-mural classes and one third with extra-mural classes. The total service is covered by a flat salary.

The Commission believes that this arrangement both as to "load" and as to compensation is a fair one. The moderate "bonus" of time allowed to extra-mural work is clearly justified in view of the distances that instructors must travel. It would seem that as large a proportion of the Saturday classes as possible should be held at the Cleveland School of Education building in order to take advantage of the library and laboratory equipment and especially of the demonstration schools. The instruction of all classes held at the Cleveland School of Education building or in its immediate vicinity should, we believe, be rated as intra-mural service.

The standard teaching schedule in Western Reserve University is twelve class hours a week for intra-mural work. The extra-mural teaching, such as is done in the Senior Teachers College has in the past been in addition to the regular teaching program and has been rewarded by extra fees,—\$20 for each class hour for professors, \$15 for associate and assistant professors, and \$10 for instructors.

As long as the support of the extra-mural service must depend as at present upon student fees, it would be advisable in the judgment of the Commission to place a definite limit upon the amount of work in the Senior Teachers College that may be undertaken by a member of the University staff who is carrying at the

same time a full program of intra-mural work. The Commission suggests that the usual assignment to extra-mural teaching under these conditions be not more than two class hours each week unless in the judgment of the Joint Conference Committee the nature of the work will permit a maximum of three class hours. It is a sound principle of educational administration to assume that an overloaded teaching program will mean a falling off in the quality of instruction. The rule, of course, has its exceptions; different kinds of teaching require varying expenditures of the teacher's energies; and there are wide variations among individuals. The standard that has been generally accepted for instruction on the collegiate level, however, seems on the whole to reflect fairly the net results of long experience. From twelve to sixteen class hours a week, with a usual maximum of fifteen, permits a teacher to keep up with the progress in his field, to make an occasional contribution to this advancement, to participate in the discussion of the educational policies affecting his profession and his institution, and still to give the bulk of his time and his energy to fresh preparation for the daily teaching, to the actual teaching itself, and to the conference with his students which are so important a supplement of the classwork.¹

The standard teaching "load" assigned by the authorities of the Cleveland School of Education and by the authorities of the University to the members of their respective staffs as the basis of full time compensation for summer school work is three hours per day. While this load is slightly heavier (so far as the University group is concerned) than that carried during the regular academic year and considerably heavier than that generally carried by instructors in well established summer schools having adequate financial support, this standard is perhaps justifiable till such time as larger financial support may be available.

¹ In practice, of course, this standard is subject to recognized adjustments. It will be generally agreed, for example, that two class periods devoted to laboratory work may well count for one and a half class periods in determining the teaching load. In teacher training institutions, the same rule may be applied to the supervision of student teachers and to stated conferences with individuals and small groups. Where the same work is repeated in different sections, the total load may be increased slightly but usually not more than two or three class hours a week. In repeated work, the labor of preparation is reduced, but the actual expenditure of energy in teaching tends we believe to be somewhat increased. The varying demands of different subjects should also be considered. The National Council of Normal School Presidents and Principals has suggested a schedule of standard loads adjusted for teachers of English, history, art, physical training, and other subjects (see *Educational Administration and Supervision*, March, 1918).

CHAPTER XI.

FINANCING THE WORK OF THE SENIOR TEACHERS COLLEGE

While the work of the Junior Teachers College is supported entirely by the Cleveland Board of Education, the expenses of the extra-mural and extension work undertaken by members of the Cleveland School of Education staff, as well as the cost of maintaining the Summer Sessions, have heretofore been met for the most part by tuition fees supplemented by gifts from citizens, from civic and philanthropic societies, and from foundations, with substantial appropriations by the Cleveland Board of Education to cover deficits.¹ The tuition fee in extra-mural and extension courses has been fixed at the rate of \$7.50 for thirty class hours. The fees in the Summer Session have been at the rate of \$10 for thirty class hours. A special registration fee has been charged persons not in the employment of the Cleveland Board of Education.

The University's part in the program of the Senior Teachers College is financed by tuition, fees, gifts, and subsidies, and deficits are covered by appropriations made by the Board of Trustees. The tuition fees are slightly higher than those of the Cleveland School of Education.

With the development of the work of the Senior Teachers College it is reasonable to assume that the expenses involved in its operation will become in larger and larger proportion a recognized charge upon the public school funds of the city. Certainly a definite policy of tax support for an institution which will render to the public the large service which the Senior Teachers College promises should not require an elaborate defense. The necessity that the Senior Teachers College now faces of in large measure "paying its own way" until its value has been so clearly demonstrated that tax support will be readily forthcoming is not, how-

¹ In addition to gifts from citizens, funds in the past have been secured from the following organizations: the Cleveland Nutrition Clinic; the Cleveland Americanization Council; the Cleveland Foundation; the Cleveland Anti-Tuberculosis League; the local chapter of the American Red Cross; the State Board of Vocational Education; the Elizabeth McCormick Memorial Fund (free lecture courses); the Child Health Organization of America. Among the activities of the Cleveland School of Education that have been aided through these gifts are: the Maison Francaise and the Department of Romance Languages; the Institute of School Hygiene for the training of school health officers, school nurses, and nutrition workers; the Department of Psychology for the training of teachers of a typical children; the Department of Americanization for teacher training courses in the teaching of English to immigrants and for courses in the social and racial backgrounds of recently arrived immigrants; and the Department of Physical Education for the training of recreation leaders.

ever, without its advantages. A relative degree of financial independence at the outset may well permit the development of standards that will be taken later as a matter of course but which might not be so easily established if the support were entirely from public funds. It would also be most helpful to future development under tax support if permanent endowments for special types of work could be provided from non-public sources during the next few years. The experience of the few state universities that have been the beneficiaries of private endowments shows on the whole that these tend to stimulate rather than to reduce public appropriations to the same institutions. There are undoubtedly many wealthy and public spirited citizens in Cleveland who could and should endow chairs in the Senior Teachers College, or found lectureships, or equip laboratories, or provide buildings.¹ A special endowment for the University, the income of which should be used exclusively for the support of the extra-mural courses offered through the Senior Teachers College to the teachers of Cleveland, would permanently link the name of the donor with the growth and progress of the city.

With the provision of larger funds for the support of the Senior Teachers College it is altogether probable that the student fees will be somewhat reduced. To charge a certain fee for tuition even under the conditions of generous support from other sources, is however, a sound policy in view especially of the advances in salary that are contingent upon advanced training.

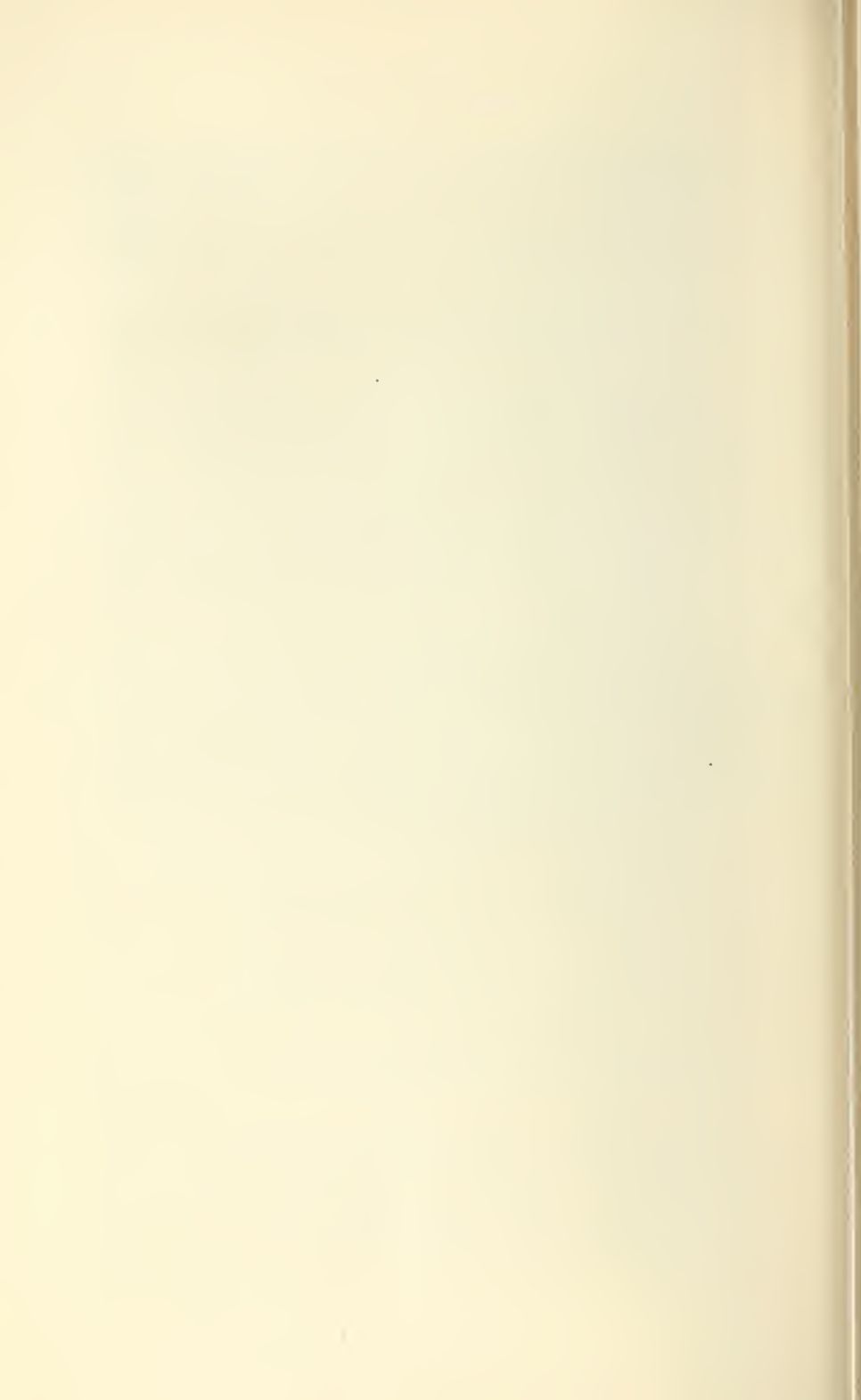
Almost certainly the time will come when the preliminary education of elementary teachers will be extended from the present two year minimum to three and ultimately to four years. The in-service education, however, will not for this reason be any the less significant. Its status will simply be advanced from the senior college to the graduate level. This prediction is based upon the fundamental principle that clearly underlies the program of the Senior Teachers College,—the recognition, namely, of the continuous growth of the teacher as a basic condition of effective teaching.

¹ It is especially gratifying to note the tendency in recent years on the part of public spirited citizens and quasi public organizations as well as of private foundations in Cleveland to make grants of money to the Cleveland School of Education for the promotion of special educational programs of large significance to the immediate improvement of public education or to the general promotion of civic and social welfare in the city, state or nation. Reference is made in particular to grants which have been made for special courses for the training of teachers in Americanization, recreation, hygiene, "special classes", etc.

The "in service" education of teachers, then, is not to be looked upon as a substitute for a better preliminary education or as a temporary expedient to be abandoned whenever the preliminary education has been advanced to an appropriate level; it is rather to be recognized as having both a permanent status and a distinctive status that differentiates it from preservice training.

Among the distinctions that, in the judgment of the Commission, should be recognized from the outset is the justice of requiring a fee for the in-service courses. Not only should tuition be free in the preservice institutions, but it is quite conceivable that a system of subsidies¹ will ultimately enable well qualified students to prepare themselves for teaching without being a burden to their parents during the process. Once the teacher has an appointment on a living and saving wage, however, the justice of requiring him or her to pay part of the cost of the further training which will lead to higher salary levels and to wider professional recognition cannot be seriously questioned.

¹ An adequate Student Loan Fund administered not as a charity to provide further educational opportunities for the impecunious but as a means of furnishing temporary financial relief for distinctly superior young men and women whose further professional education would otherwise be impossible or would of necessity be too long delayed will in all probability furnish the most satisfactory solution for the immediate future. The alumnae society of the Cleveland School of Education is about to launch a movement to create such a fund. If this fund is established on a sound legal basis and is administered in the interests of high standards it should accomplish a great deal of good and under these conditions should be liberally supported.



CHAPTER XII

THE CONTRACT BETWEEN THE CLEVELAND SCHOOL OF EDUCATION AND WESTERN RESERVE UNIVERSITY

A contract has been in force during the past year between the Cleveland Board of Education and Western Reserve University covering their common understanding of plans for institutional co-operation. This contract seems to have served its purpose admirably during the period in which it has been in force. It is recommended that it be renewed (with such minor revisions as are herewith included) in the following form:

This Memorandum of Agreement

Is entered into by and between the Western Reserve University and the Board of Education of the City School District of the City of Cleveland in the belief that it is for the public good that both bodies should exert every possible effort to facilitate through coöperation the widest and most complete use of the combined material and professional equipment of Western Reserve University and the Cleveland School of Education in the preparation and after training of school administrators, supervisors, teachers, and special workers for many branches of the Educational Service.

And it is therefore agreed:

1. That the Board of Education of the City School District of the City of Cleveland, shall provide without any charge for heat, light, rent, or custodial service, the use of its school buildings for such extension courses as the University may wish to offer in coöperation with the Cleveland School of Education at any one or more of its instruction centers.

2. That the Cleveland School of Education shall provide facilities in its High School Observation and Training Department (at the Fairmount Junior High School or elsewhere in the Cleveland Public High Schools) for the training of all properly qualified students of the University under the following conditions:

- (a) Teachers designated by action of the Board of Education of the City School District of the City of Cleveland, in accordance

with the salary schedule, as "training teachers" shall not be assigned more than five sixths of a regular teaching schedule and shall be paid, by the said Board of Education, the differential provided for in its salary schedule.

(b) No more than three cadets, or students in training, shall be assigned for a full schedule of training to any training teacher during any one semester.

(c) No student of Western Reserve University shall be admitted to training or continued in training in any department of the Training School for the work of which department he has not had, in the judgment of the Joint Conference Committee (appointed as hereinafter specified), adequate scholastic preparation and a sufficient number of hours of professional preparation in Education.

(d) No student shall be continued in training beyond the time when it has been clearly demonstrated to the faculty of the Training School after conference with the Head of the Department of Education of the University, that he does not give reasonable promise of becoming a successful teacher.

(e) Students shall be enrolled for the course in training in the Training School (whenever possible) at the beginning of a given semester and their schedules shall be so arranged that they may take the required number of hours of observation and training in one full semester or in two full semesters, as may be determined at the time of entry.

(f) No restriction or limitation shall be placed by the Training School upon the individual cadet, or student in training, as to the hours of the day or days of the week when opportunities for observation and teaching may be open to him, except such as are necessary in the operation of the schedule of classes in the Training School or such as are necessary to protect the interests of the children of the Training School.

(g) On the completion of the training course by individual students, the Dean of the Cleveland School of Education shall (as early as possible) certify to the dean of the appropriate college of the University the grade and standing of each student, together with such definite recommendations as may be helpful to the authorities of Western Reserve University in placing them in teaching positions.

(h) The deans of such undergraduate colleges of Western Reserve University as wish to present candidates for training in any given year shall by the first of April preceding (or as soon thereafter as possible) furnish to the Dean of the Cleveland School of Education such estimates of the number of candidates for training in the several departments and such other information as he may find useful in providing an adequate staff of training teachers for each of the departments concerned.

3. That the Board of Education of the City School District of the City of Cleveland shall pay the full cost of overhead administration of courses in the Senior Teachers College of the Cleveland School of Education and Western Reserve University and including printing, publicity, maintenance and the care and safekeeping of records.

4. That Western Reserve University, in return for the services thus rendered (as set forth under 1, 2, and 3 above) shall furnish to the Cleveland School of Education the following accommodations:

(a) The use of such part of the equipment of Western Reserve University including recitation halls, lecture halls, gymnasiums, laboratories, libraries, dormitories, athletic fields, etc., as may be needed by the Cleveland School of Education for the proper conduct of its summer session and not otherwise in use at the time by the University. (The Dean of the Cleveland School of Education shall on the first of May or as soon thereafter as possible furnish the Joint Conference Committee a general statement of the accommodations which will be needed for the next succeeding summer session and shall furnish a more detailed statement ten days before the opening of the session).

(b) The use of such classrooms and laboratories in buildings of Western Reserve University (when not otherwise in use by the University) as may be needed for the proper conduct of any of the extension courses offered by the Cleveland School of Education.

(c) The use of the new Gymnasium of Western Reserve University on Adelbert College campus for as many as three meetings during the year of students and faculty of the Cleveland School of Education and as many as three general meetings during the year of the teachers of Cleveland and suburbs. (It is understood

that, under the terms of this agreement, the Cleveland School of Education shall have no claim upon this building when it is in use or needed by the University.)

(d) It is expressly understood that such use of the equipment of Western Reserve University as is referred to in (a), (b), and (c) above shall be provided by the University to the Cleveland School of Education without any charge for heat, light, rent or custodial service. Dormitories and gymnasiums shall be used after special arrangements have been made with the proper officers of the University, and all use of, or instruction given in, laboratories and libraries shall be under the control of their respective directors.

5. That the Board of Education of the City School District of the City of Cleveland, and the authorities of Western Reserve University shall each appoint annually a Conference Committee of three members, which committees shall constitute the Joint Conference Committee and shall jointly exercise supervisory powers over the curricula leading to the degrees of Bachelor of Education and Master of Arts in Education, subject to the approval of the said Board of Education, or of Western Reserve University, or both, as the interests of the one or the other, or of both may be involved; that these Conference Committees (constituting the Joint Conference Committee) at the first joint session each year shall elect of their own members a chairman and a secretary for the year; and that the chairman shall have voting privileges.

6. That the Joint Conference Committee shall have power to appoint and to dismiss subject to the approval in each case of the Cleveland Board of Education and the Trustees of Western Reserve University the following officers:

(a) A "Director of the Senior Teachers College of the Cleveland School of Education and Western Reserve University."

(b) A "Registrar of the Senior Teachers College of the Cleveland School of Education and Western Reserve University."

(c) A "Treasurer of the Senior Teachers College of the Cleveland School of Education and Western Reserve University."

7. That this agreement shall be in full force as soon as approved by the joint resolution of the Board of Education of the City School District of the City of Cleveland and the Trustees of Western Reserve University, for the school year beginning Septem-

ber 1, 1921, and until such time as it may be modified, renewed or discontinued by joint resolution.

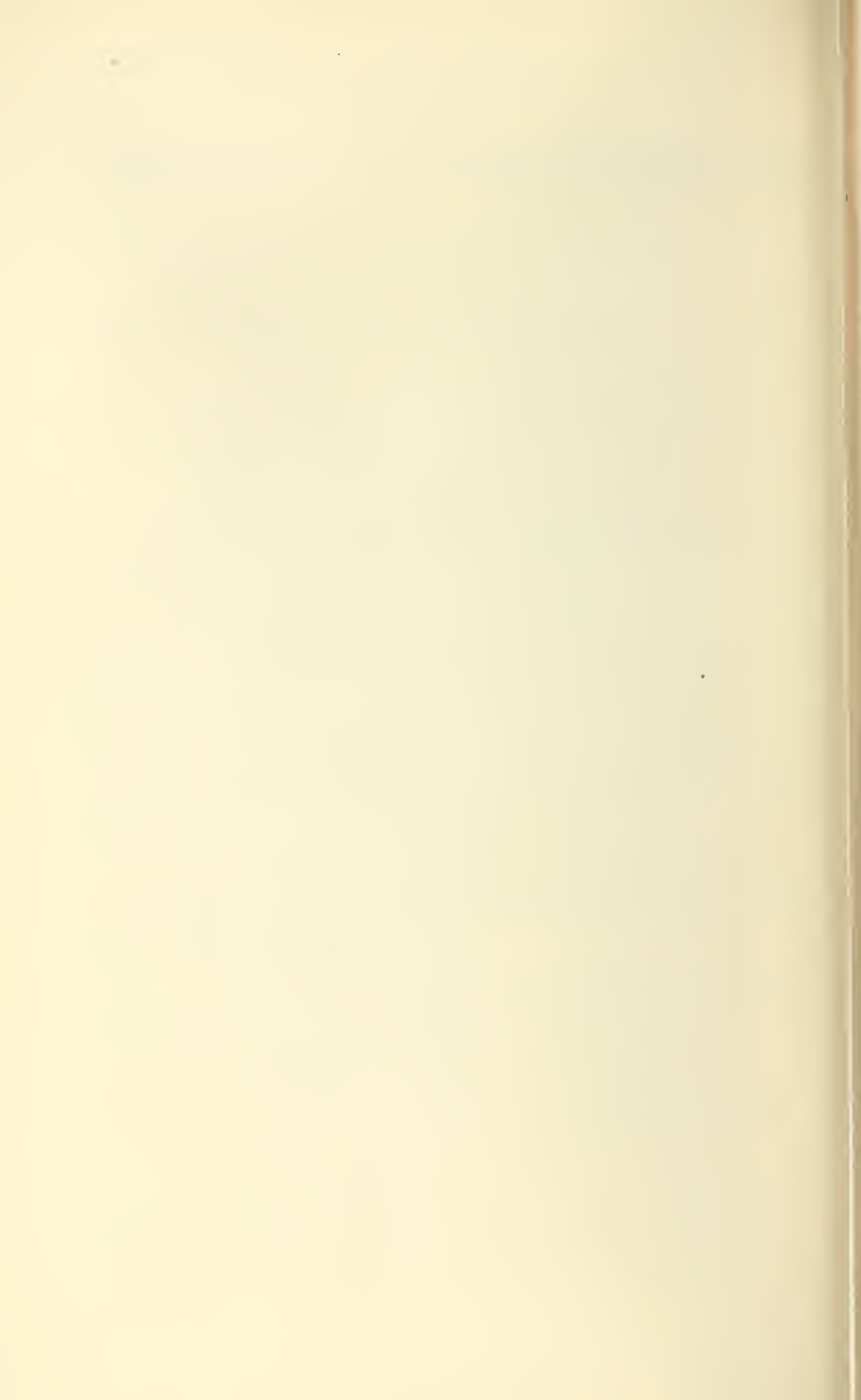
WESTERN RESERVE UNIVERSITY

By.....
President

By.....
Secretary

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT
OF THE CITY OF CLEVELAND

By.....
Director of Schools



CHAPTER XIII

THE COÖPERATION OF EDUCATIONAL INSTITUTIONS AND CIVIC AND SOCIAL AGENCIES OF CLEVELAND IN THE PROFESSIONAL EDUCATION OF TEACHERS

There is clear evidence that the educational institutions grouped about the University Circle in Wade Park were engaged in very active coöperation in the preparation and after training of teachers some time before the Board of Education and the University in July, 1920, entered into a definite contract for the organization of a Senior Teachers College under joint control and administration. In fact the records indicate clearly that for a number of years there has been informal coöperation not only between the Cleveland School of Education and Western Reserve University but among nearly all of the other higher educational institutions and agencies in Wade Park and other sections of the city.

The University and the Cleveland School of Education have indeed been conducting some enterprises in common since the summer of 1915. Up until a year ago the coöperative relations of these institutions were not clearly defined but there was a sympathetic relationship which resulted in arrangements from year to year, in exchange of professional service, for the use by the Cleveland School of Education of certain buildings and equipment of the University during the summer session, for the employment by the Cleveland School of Education of University professors to give extension courses for teachers, for the training in the Fairmount Junior High Training School department of the Cleveland School of Education of a number of young women from the Department of Education of the College for Women of the University and other similar exchanges of accommodations and service. It is significant that the Case School of Applied Science has for some years past granted to the Cleveland School of Education for use in the summer session the free use of its gymnasium, its swimming pool, and other equipment. It is equally significant that the Cleveland School of Art has for a number of years opened certain of its courses in art and music free to the Junior Teachers College of the Cleveland School of Education and to the School's extension classes. It is even more significant that some of these courses have been established by the Cleveland Museum of Art to meet specific needs indicated by the Cleveland School of Education and other institutions in Wade Park. It may be noted also that the Cleveland Museum

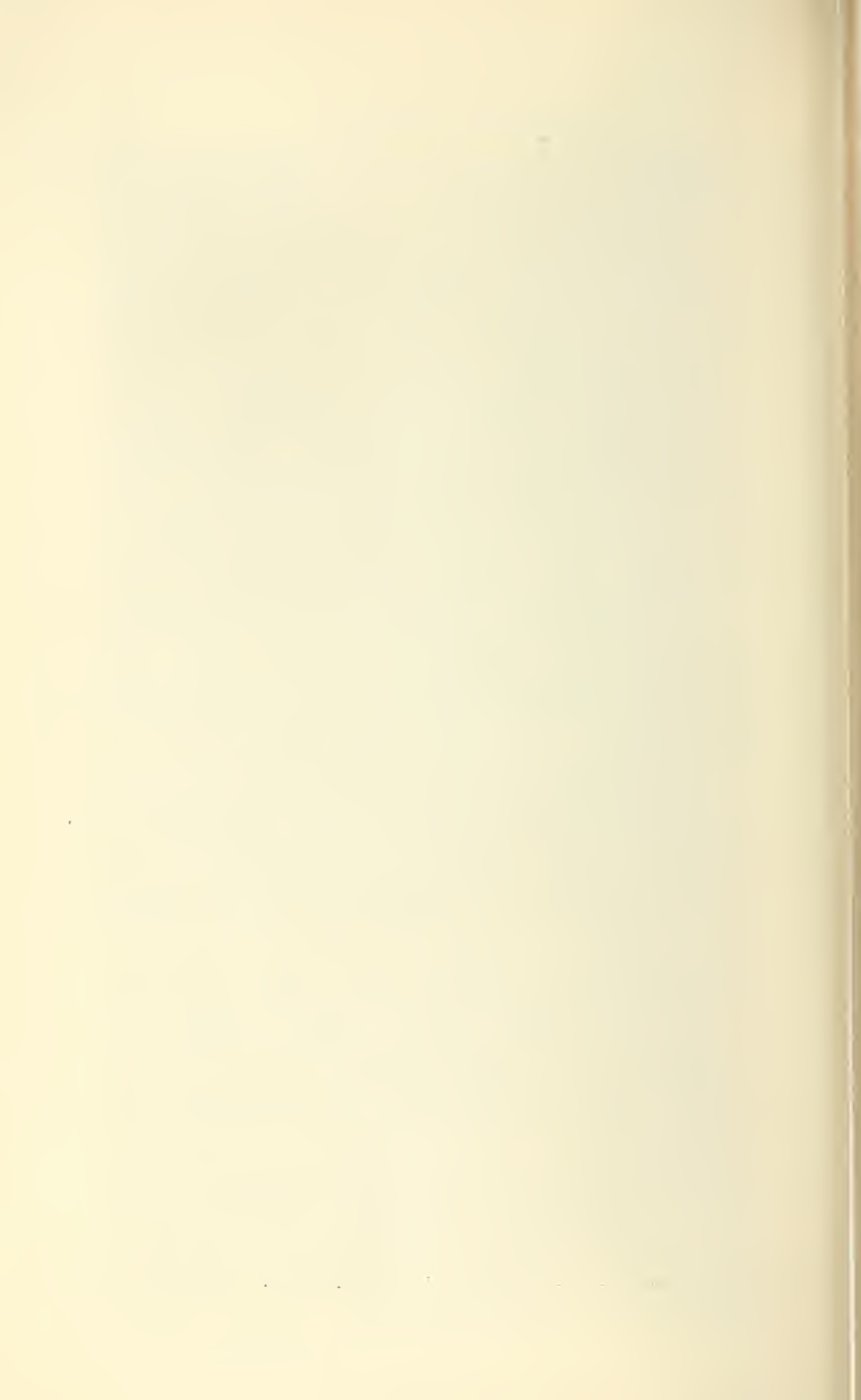
of Art has offered its classroom space and other facilities free for the use of classes in the Cleveland School of Education and its beautiful auditorium for public lectures given under the auspices of the Cleveland School of Education. The dormitories of the College for Women of Western Reserve University have during the past several summer sessions been open for the accommodation of students enrolled in the *Maison Francaise* and in the Institute of School Hygiene conducted under the auspices of the Cleveland School of Education. Provision has been made in certain educational courses in the Cleveland School of Education to meet the particular needs of certain groups of students in the Cleveland Library Training School, in the Cleveland School of Art, and in the Cleveland Kindergarten Training School. The Dean of the Cleveland School of Art, the Educational Director of the Cleveland Museum of Art and the Director of the Cleveland Museum of Natural History have actively participated in the work of instruction in courses offered by the Cleveland School of Education. Many other organizations have very actively coöperated in the work of the Cleveland School of Education either by providing subsidies or by enlarging facilities for laboratory work in Education and the Social Sciences or by the active participation of their officers and staff members in the work of instruction. These facts are cited as indicating the very remarkable civic spirit and sociological interest so characteristic of Cleveland as a city.¹

The affiliation of the Cleveland School of Education and Western Reserve University in the maintenance of a Senior Teachers College should tend to draw into a common bond of interest and effort all other educational institutions and agencies in Cleveland which are endeavoring to promote the improvement of the public schools. There is developing, for instance, a very wide range of interest in museum service. The more complete development and the fuller coördination of this service is a matter of large concern to the public schools of the city. It is gratifying that the governing boards and directors of the Cleveland Museum of Art, of the Cleveland Museum of Natural History, of the Educational Museum of the Cleveland School of Education, and of Western Reserve Historical Museum have shown a disposition to coöperate with each other and with the Cleveland School of

¹ For the list of organizations granting subsidies to the Cleveland School of Education see page 59.

Education in developing a wide range of Educational courses and of special demonstrations for teachers. Each of these institutions is developing a corps of specialists in the educational aspects of museum service and all of them together are studying the problems of visual education and sense training. It is suggested that the Cleveland School of Education provide these specialists ample opportunity to conduct experiments in its laboratory schools and that the Educational Museum distribute to the schools of the city through its own distributing agencies such teaching materials as may be developed out of this experimentation. It is suggested also that when these experts have had time to develop courses of sufficient scope and of such character as to merit credit on the college level they be approved and announced in the appropriate departments of the Junior Teachers College or of the Senior Teachers College. This arrangement should be made to apply also to courses of appropriate grade and character offered by the Cleveland School of Art. In general there need be no limits fixed for the operation of this administrative plan for the effective co-operation of higher educational institutions except that the proper authorities in charge of the curriculum into which a given course is to be incorporated must be given full authority (1) to pass upon (a) the qualifications of the instructor, (b) the content of the course and the plan for its conduct, and (c) the amount of credit it shall yield; (2) to enforce the fulfilment of such standard requirements as (a) those governing admission to the course, (b) those governing outside work to be done, and (c) those governing attendance, etc.; and (3) to inspect the quality of work done in the course in question.

Any administrative arrangement which will guarantee the quality of instruction offered, widen the range of service, and prevent duplication of effort and expense, is to be commended. Since in the last analysis all financial support for higher education comes from the same source, the people, it would seem that those who represent the people in the administration of all public and quasi-public educational institutions are under moral obligations to make their services available to all who may be benefited thereby and to reduce to a minimum any inconvenience to the public which grows out of the fact that many institutions, by some accident of circumstances, happen to be engaged in the performance of different but closely allied aspects of the same service.



CHAPTER XIV.

SUMMARY AND CONCLUSION

It is clear from the preceding discussions that the organization of a Senior Teachers College on the plan contemplated by the affiliation of the Cleveland School of Education and Western Reserve University can make a definite and important contribution to the civic and educational progress of the city of Cleveland and at the same time provide a stimulating example for other American communities. By way of summary and conclusion the outstanding elements of this contribution and example may well be brought together and set forth briefly in this concluding section.

1. The proposed development provides for the continuous growth of the teaching personnel of the public schools. A most serious source of waste in public education throughout the country has been involved in the brief service of a large proportion of the teachers and the consequent failure of our public school systems to capitalize teaching experience. With the development of our large city school systems, however, a relatively permanent teaching staff has evolved. This condition has brought with it another danger,—the danger, namely of stagnation. That the mature and permanent teachers as a group have recognized this danger is abundantly evidenced by the zeal with which they have sought in ever increasing numbers the opportunities provided by the universities, colleges, and normal schools through their summer sessions and through the extension courses offered on afternoons and Saturdays during the school year. Essentially a development from within,—as all deeply seated and permanent standards of a professional group must be,—the principle of continuous growth in teaching has clearly justified itself on the broad grounds of its contribution to the public welfare. Its stimulation and encouragement from without is unquestionably a sound public policy.

2. The proposed development provides a practicable method of giving to the actual work of teaching boys and girls the desirable characteristics of a real "career." (a) By bringing teachers together for systematic and coöperative study, it counteracts a tendency inherent in the teaching of children that has often been noted by lay critics of the profession and has been sincerely deplored by competent teachers themselves: the tendency namely for the teacher to become dogmatic and "set" in his ways of thinking through a too exclusive contact with immature minds. (b) By insuring a progressive attack

upon the innumerable and very difficult problems of education, it affords not only a means of solving many of these problems but also an agency through which constructive efforts toward their solution upon the part of the teachers themselves may find a just measure of recognition and distinction.

3. As a school system increases in size, its organization inevitably becomes more and more complicated, and the mechanical elements tend to overshadow and may even threaten to overwhelm the personal and human elements. In a variety of ways the proposed development in Cleveland will counteract these tendencies.

(a) Far reaching significance attaches to the fact, that, in many of the coöperative study groups of the Senior Teachers College, elementary and high school teachers, novices and master teachers, classroom teachers and supervisors, will sit side by side as fellow students. This fact in itself will operate to temper distinctions in rank. (b) As the movement develops, too, there will be a tendency, we believe, to attain through coöperative educational methods the desirable ends that in many school systems have been sought through the methods of a somewhat autocratic administrative direction and oversight. (c) Another obvious advantage attaches to the fact that many of the future supervisors and administrators themselves will be selected from those who will have prepared themselves for their new duties in these classes, and who consequently will have had the opportunity to know personally their co-laborers—and, what is perhaps even more important, to be known personally to them. The multiplication of contacts of the unofficial and voluntarily coöperative type which is insured by the Senior Teachers College cannot fail to have a most salutary effect upon the morale of the school system as a whole.

4. The affiliation with Western Reserve University is particularly important in that it will bring to bear upon the problems of elementary and secondary education the specialized knowledge and the somewhat detached point of view that a university organization represents. The fact of detachment is in itself of large importance, for it means a widening of the horizon and the opening of perspectives that those who are living very close to the practical problems of school work are likely to miss. On the other hand, the detachment must not be so wide that the connection between highly specialized scholarship and the real needs of boys and girls is never disclosed. An essential virtue of the Cleveland plan

is that it seeks at every point to insure this connection and especially to counteract any possible tendency of the university instructor to minimize the importance or belittle the difficulties of teaching and learning on the so-called "lower" levels of education.

5. A final advantage of the proposals under discussion is that they provide a means for bringing into an effective coöperation with the public schools a large number of organizations that are making for civic and community betterment. The public schools constitute the channel through which the ideals and services of these organizations can most profoundly and comprehensively influence the life of the city. The Senior Teachers College affords, it is safe to say, if not the best possible, at least the best available point of contact.

It is unnecessary to say that no administrative scheme or device affecting human problems is self-operative. We do not think that we have overdrawn or exaggerated the possibilities of the Cleveland plan of a Senior Teachers College. We are confident that this organization may become an important—perhaps the most important—"growing point" in the civic and cultural development of the city. But the fulfilment of this promise is, of course, conditioned unequivocally upon the active and unselfish coöperation of all of the persons, agencies, and organizations involved: the teachers of the public schools; the instructors in the Cleveland School of Education; the members of the administrative and supervisory staffs; the members of the Board of Education; the faculties and trustees of the University; the public spirited citizens who are supporting and directing the many organizations for community betterment; and above all the people themselves who desire for their children the guidance, instruction, and inspiration that devoted and competent teachers can supply and for their city a cultural and human leadership comparable with its great achievements in commerce and industry.

We who have studied the problem from the outside feel that the basis of such coöperation exists today in Cleveland in a measure unsurpassed by any other American city. Once let the full influence of this indefinable, intangible, and yet very real and potent force that we may call the Spirit of Cleveland get back of the enterprise that we have been discussing, and there need be no fear of the outcome.



APPENDIX A

GOVERNING BOARDS AND ADMINISTRATIVE OFFICERS OF THE SENIOR TEACHERS COLLEGE OF THE CLEVELAND SCHOOL OF EDUCATION AND WESTERN RESERVE UNIVERSITY

TRUSTEES OF WESTERN RESERVE UNIVERSITY

JAMES D. WILLIAMSON, *Acting President*,
SAMUEL MATHER, *Vice-President*.

J. HOMER WADE	CHARLES L. PACK
WILLIAM G. MATHER	E. W. OGLEBAY
W. R. WARNER	HENRY F. POPE
ANDREW SQUIRE	PAUL F. SUTPHEN
D. Z. NORTON	WARREN S. HAYDEN
C. W. BINGHAM	NEWTON D. BAKER
C. F. BRUSH	RALPH KING
MYRON T. HERRICK	FRANK A. SCOTT
J. P. CHAMBERLAIN	J. L. SEVERANCE
WILLIAM A. LEONARD	ROBERT H. BISHOP
F. H. GOFF	WILLIAM R. HOPKINS

SIDNEY S. WILSON, *Secretary and Treasurer*

VISITING FACULTY TRUSTEES

H. E. BOURNE	C. M. FINFROCK
C. A. HAMANN	

CLEVELAND BOARD OF EDUCATION

(Governing Authority of the Cleveland School of Education)

E. M. WILLIAMS, *President*
REES DAVIS, *Vice-President*

CLARA TAGG BREWER	J. H. HARRIS
VIRGINIA D. GREEN	OSCAR HORN

F. W. STEFFEN

R. G. JONES, *Superintendent of Schools*
F. G. HOGEN, *Director of Schools*
SARAH HYRE, *Clerk-Treasurer of the Board*

ADMINISTRATIVE OFFICERS OF COÖPERATING
INSTITUTIONS

J. D. WILLIAMSON, *Acting President of Western Reserve University*
AMBROSE L. SUHRIE, *Dean of the Cleveland School of Education*

JOINT CONFERENCE COMMITTEE
OF
THE CLEVELAND SCHOOL OF EDUCATION
AND
WESTERN RESERVE UNIVERSITY

Representing the Western Reserve University:

G. C. ROBINSON, *Professor of Education, Chairman*
W. G. LEUTNER, *Dean of Adelbert College*
SIDNEY S. WILSON, *Secretary- Treasurer*

Representing the Cleveland School of Education:

E. M. WILLIAMS, *President, Board of Education*
R. G. JONES, *Superintendent of Schools*
AMBROSE L. SUHRIE, *Dean of Cleveland School of Education,*
Secretary

ADMINISTRATION OFFICERS OF THE SENIOR TEACHERS
COLLEGE OF THE CLEVELAND SCHOOL OF EDUCATION
AND WESTERN RESERVE UNIVERSITY

HARRY N. IRWIN, *Director*
AURADEL B. DODGE, *Registrar*
FRANCES H. KAGY, *Treasurer*

CHAIRMEN OF DIVISIONS OF INSTRUCTION
IN THE SENIOR TEACHERS COLLEGE

Appointed by the Joint Conference Committee for the Academic Year 1921-22.

DIVISION OF ART

OTTO F. EGE, *Cleveland School of Art*

DIVISION OF BIOLOGY

CHESTER A. MATHEWSON, *Cleveland School of Education*

DIVISION OF CHEMISTRY

HIPPOLYTE GRUENER, *Western Reserve University*

DIVISION OF CLASSICAL LANGUAGES AND LITERATURE

CLARENCE POWERS BILL, *Western Reserve University*

DIVISION OF COMMERCE

ALBERT CALDER JAMES, *Western Reserve University*

DIVISION OF ECONOMICS

CHARLES C. ARBUTHNOT, *Western Reserve University*

DIVISION OF EDUCATION

G. CARLTON ROBINSON, *Western Reserve University*

DIVISION OF ENGLISH LANGUAGE AND LITERATURE

CLARENCE STRATTON, *Cleveland School of Education*

DIVISION OF GEOGRAPHY AND ASTRONOMY

WILLIAM M. GREGORY, *Cleveland School of Education*

DIVISION OF GEOLOGY AND MINERALOGY

J. E. HYDE, *Western Reserve University*

DIVISION OF GERMAN LANGUAGE AND LITERATURE

CHARLES HARRIS, *Western Reserve University*

DIVISION OF HEALTH AND RECREATION

HARRIET E. BALLARD (MRS.), *Cleveland School of Education*

DIVISION OF HOME ECONOMICS

MARY E. PARKER, *Western Reserve University*

DIVISION OF MATHEMATICS

ARTHUR DUNN PITCHER, *Western Reserve University*

DIVISION OF MUSIC

RUSSELL MORGAN, *Cleveland School of Education*

DIVISION OF PHILOSOPHY

H. AUSTIN AIKINS, *Western Reserve University*

DIVISION OF PHYSICS

HARRY W. MOUNTCASTLE, *Western Reserve University*

DIVISION OF POLITICAL SCIENCE

CHESTER C. MAXEY, *Western Reserve University*

DIVISION OF PSYCHOLOGY

GARRY C. MYERS, *Cleveland School of Education*

DIVISION OF ROMANCE LANGUAGES AND LITERATURE

EMILE B. DE SAUZE, *Cleveland School of Education*

DIVISION OF SOCIOLOGY

JAMES E. CUTLER, *Western Reserve University*

DIVISION OF TRADES AND INDUSTRY

ALFRED P. FLETCHER, *Cleveland School of Education*



APPENDIX B

REGULATIONS GOVERNING THE ADMINISTRATION OF EXTENSION COURSES FOR TEACHERS OFFERED DURING THE SEASON 1921-22 BY THE SENIOR TEACHERS COLLEGE OF THE CLEVELAND SCHOOL OF EDUCATION AND WESTERN RESERVE UNIVERSITY

INTRODUCTORY STATEMENT

This announcement is issued to bring to the attention of all persons interested, the regulations in effect governing the administration of the Extension Courses for Teachers offered in the Senior Teachers College of the Cleveland School of Education and Western Reserve University during the school year 1921-22. The accompanying folder contains the list of specific courses offered in each department. Extra copies may be secured on application at the office of the Registrar in the Cleveland School of Education building, Stearns Road and East 109th Street.

REGISTRATION

TIME AND PLACE. Registration of students in all courses offered will take place Friday, October 14, 4 to 8 P. M., and Saturday, October 15, 8:30 to 12 A. M., in the Western Reserve Gymnasium, Adelbert College Campus.

LATE REGISTRATION. After Saturday, October 15, registration in all courses offered will take place at the office of the Registrar, Cleveland School of Education building. Late registrants are reminded of the regulation that "No credit may be granted students absent *for any cause* in excess of 25 per cent. of the total number of regular class meetings."

CLOSE OF REGISTRATION. Students are not permitted to register for credit in any course after the fourth regular meeting of the class.

The administration reserves the right without further official notice to close any course to registration as soon as the limit of enrollment is reached.

CHANGE OF REGISTRATION. After October 15, Saturday noon, each change in registration must be made in the office of the Registrar, Cleveland School of Education building. By change of registration is meant dropping a course, adding a course or substituting one course for another. Changes in registration for credit are not permitted after the fourth regular meeting of the class or section to which transfer is made.

NUMBER OF COURSES IN WHICH STUDENT MAY REGISTER. To insure the very highest grade of work in all courses, persons in the full time service of any Board of Education or other institution or students taking a full course in any other institution are not permitted to register for a total of more than two semester hours of work per semester.

REGISTRATION BY MAIL. Prospective students who, through illness or enforced absence from the city, are unable to be present on registration day may register by mail. All requests for the privileges of registration by mail should enclose a self-addressed envelope and should be sent to the Registrar,

Cleveland School of Education building. Registration by mail is accepted on the following conditions only:

1. All registration blanks must be correctly filled and in the hands of the Registrar before registration is closed in the course or courses desired.
2. A certified check, New York draft, or postal money order for the exact amount of tuition and fees due must accompany the registration blanks, together with a self-addressed envelope for the return of receipt card, class cards, etc.
3. The student must comply with all regulations regarding "Close of Registration," "Number of Courses in Which Students May Register," etc.
4. The student's continuance in any course in which he has registered is conditioned upon the instructor's approval at the first regular meeting of the course after the date of registration in the course. Failing to secure such approval the student is expected to change his registration, subject to the usual regulations governing the same. (*The administration must reserve the right to deny such applications for admission as may reach the office of the Registrar after the full quota for the course or section in question has been reached or after the course or section has been officially cancelled.*)

TUITION AND FEES

AMOUNT OF TUITION. The tuition cost of each course is given in connection with the description of that course.

LABORATORY AND MATERIAL FEES. The amount of the laboratory and material fees for each laboratory course is stated in connection with the description of the course. Laboratory and material fees, except when otherwise stated, are payable to the instructor in charge of the course at the first meeting of the class.

REGISTRATION FEE. A single registration fee of \$5.00 is charged each student registering in one or more courses offered by the Cleveland School of Education who is not at the time of registration in the employ of the Cleveland Board of Education or the Cleveland Public Library, or a student in the Junior Teachers College of the Cleveland School of Education.

Students enrolling only in courses offered by Western Reserve University are not charged this fee.

PAYMENT OF TUITION AND FEES. Except when otherwise specifically stated, all tuition and fees are due and payable at the time of registration. Checks, money orders, etc., should be made payable to the Cleveland School of Education. The Treasurer is not authorized to accept checks in excess of the actual amount due.

REFUND OF TUITION AND FEES. To receive refund of tuition fees a "Change of Registration" card must be properly filled out by the student and approved by the Registrar and Treasurer of the Cleveland School of Education before the fourth regular meeting of the class. After the fourth regular meeting of the class, no refund of tuition is made except in case of withdrawal from a course or courses necessitated by personal illness or illness of an immediate relative, in which case an adjustment may be made during the first half of the course, but not after that date. No refund is made of Registration Fees, Laboratory Fees or Visitor's Fees.

VISITOR'S FEES. Persons desiring to visit one or more courses or classes during a part or all of the course must secure a visitor's card at the office of the Registrar of the Cleveland School of Education. A visitor's fee is charged at the rate of \$10.00 per two semester hour course, admitting to a single

course, only. No credit is granted for attendance upon a course as a visitor, nor is the visitor authorized to make any demands upon the time of the instructor. Transfer from the status of visitor in one course to that of visitor in another course, transfer from status of a regular student in one course to that of visitor in the same or other course, or transfer from the status of visitor in one course to that of regular student in the same or other course, is not permitted after the fourth regular meeting of either course concerned.

CREDIT

UNIT OF CREDIT. A semester hour credit represents fifteen hours of class work with required outside preparation in the form of reading, systematic observation of classroom teaching, field excursions or other form of laboratory work. In the description of each numbered course is indicated the number of semester hours credit authorized for the course.

NO PARTIAL CREDIT GRANTED. Under no circumstances may part credit be given for part time attendance or for partial completion of the course.

(1) CREDIT TOWARD THE DEGREE OF BACHELOR OF EDUCATION. All single starred courses outlined in the official announcement of "Extension Courses for Teachers offered by the Cleveland School of Education and Western Reserve University Season 1921-1922," are courses of collegiate grade and character and yield undergraduate credit toward the degree of Bachelor of Education, (subject to the regular admission and curriculum requirements).

(2) CREDIT TOWARD THE DEGREE OF MASTER OF ARTS IN EDUCATION. All double starred courses are courses of senior college or graduate grade and character, and yield either undergraduate credit toward the degree of Bachelor of Education, or when completed with additional research assignments, graduate credit toward the degree of Master of Arts in Education (subject to the regular admission and curriculum requirements).

(3) CREDIT TOWARD STATE CERTIFICATION. All numbered courses may, when completed, be credited toward a state life certificate under the Ohio school law and State Board requirements when properly certified by the Registrar to the State Department of Public Instruction.

(4) CREDIT TOWARD ADVANCEMENT ON SALARY SCHEDULE OF CLEVELAND BOARD OF EDUCATION. All numbered courses may be credited toward advancement on the Salary Schedule adopted by the Cleveland Board of Education on May 4, 1920 (under the specific regulations set forth in said schedule) when completed and properly certified by the Registrar to the Board of Examiners at Cleveland School Headquarters.

CLASS ATTENDANCE

ATTENDANCE. Regular attendance is required of all students. *No credit is granted for attendance upon a class previous to the receipt by the instructor of an official class card properly approved by the Registrar.*

ABSENCE. No credit is granted students absent from regular class meetings in excess of 10 per cent of the total number of such meetings for the term unless the student presents to the instructor satisfactory evidence that the work thus missed has been made up. No credit in any course is granted students absent for any cause in excess of 25 per cent of the total number of class meetings.

FIRST MEETING OF CLASS

All classes authorized prior to registration day will hold their first meeting at the scheduled time and place during the week beginning Monday, October 17.

VACATIONS, HOLIDAYS AND CANCELLED MEETINGS

Vacation days, holidays and half holidays will correspond to those in the Public Schools of Cleveland. Instructors will not cancel class meetings except when absolutely necessary, and then only after notifying the office and all students enrolled in the class section concerned. All class meetings thus cancelled will be made up at a time and in a manner acceptable to the administration. In general every class must be in session for the full number of class hours announced.

LIBRARY FACILITIES AND TEXTBOOKS

In general the library facilities of the Cleveland Public Library (and all of its branches), the Library of the Cleveland School of Education and the Hatch Library on the University Campus will offer their facilities to students in the Extension Courses for Teachers. Textbooks may be secured by the students from the publishers or elsewhere through any coöperative arrangement satisfactory to them. The administration is unable to assume any responsibility for the purchase of textbooks to be used in any course.

INTRA- AND EXTRA-MURAL INSTRUCTION CENTERS

These courses will be conducted in the buildings of the Cleveland School of Education and Western Reserve University and in public libraries, public schools, gymnasiums, Christian Association halls and elsewhere in the city and suburbs. The administration reserves the right to change the place of meeting of any course or section as circumstances may warrant.

DAYS AND HOURS OF INSTRUCTION

Classes will meet (chiefly) on Tuesday and Thursday afternoons (at 4:30 o'clock and after), on week day evenings (7:30 and after), and on Saturday mornings (9 to 12). The days and hours are given in the announcement of specific courses in the accompanying folder. The administration reserves the right to change the hour for the meeting of any class or section as circumstances may warrant.

EXAMINATIONS AND GRADUATE CREDIT ASSIGNMENTS

A final examination of one class period in length is required in each course yielding one or more units of credit. A typewritten copy of the examination questions properly labelled as to course and code number shall be filed with the Registrar along with the final class reports of the instructor.

In the case of each student seeking graduate credit a copy of the paper or other material presented in fulfilment of the "additional research" requirement properly labelled as to course and code number and bearing the name of the instructor approving shall be filed with the Registrar along with the final class reports of such students.

FREE PUBLIC LECTURES AND SOCIAL EVENTS

On several occasions during the year free public lectures by men and women of the highest standing will be given (the time and place to be announced later) and at least one social program for the students and faculty will be held in the gymnasium of the University (time to be announced later) under the auspices of the Joint Conference Committee.

CHANGES IN THE ROSTER OF COURSES

The right is expressly reserved by the administration to cancel any course or section if the enrollment, by the close of the third meeting, is not sufficient

to warrant its continuance or at any other time for any cause which may make such action expedient or necessary. Additional courses may be provided if a sufficient demand exists.

REQUEST FROM THE JOINT CONFERENCE COMMITTEE

This announcement contains all the regulations necessary at the time of its issue, for the operation and administration of the Extension Courses for Teachers to be given during the year by the Joint Conference Committee of the Cleveland School of Education and Western Reserve University. All supplementary announcements, whether printed or mimeographed, should be filed with this folder. They will all be useful for reference during the year and in the future. Watch "School Topics" and the Superintendent's Weekly Bulletin for special announcements.

For further information address

The Registrar
Cleveland School of Education
Stearns Rd. and E. 109th St.
Cleveland, O.

Bell Phone, Cedar 2100

Cuyahoga Phone, Princeton 808



APPENDIX C

REQUIREMENTS GOVERNING THE GRANTING OF THE DEGREE OF BACHELOR OF EDUCATION

by

WESTERN RESERVE UNIVERSITY

The following requirements shall be in effect governing candidacy for and granting of the degree of Bachelor of Education for the school year 1921-22 (subject to revision in succeeding years):

I. ADMISSION REQUIREMENTS.

1. Applicants for admission to candidacy for the degree of Bachelor of Education must present a certificate of graduation from an approved four-year high school course or its equivalent and in the case of candidates having less than two years of successful teaching experience, may be required to give evidence of having ranked in the upper two-thirds of the class in which they were graduated.
2. Applicants for admission to candidacy for the degree of Bachelor of Education who have completed the full requirements for the one-year,¹ one and one-half year,² or two-year Normal diploma by actual and full residence in the Normal Department or Junior Teachers College of the Cleveland School of Education and have received the diploma of this department, are admitted to candidacy for the degree of Bachelor of Education with advanced standing.
3. Applicants for admission to candidacy for the degree of Bachelor of Education presenting credentials indicating the satisfactory completion of not less than one full term or semester of residence work in any other approved institution of Normal or Collegiate grade are admitted to candidacy with advanced standing.

II. APPLICATION FOR CANDIDACY.

1. The student shall present formal written application for admission to candidacy for the degree, and shall have this application accepted prior to the opening of the academic year in which the degree is to be granted.

III. RESIDENCE REQUIREMENTS.

1. Of the total 126 semester hours required for the degree of Bachelor of Education each applicant accepted for the degree during the year 1921-22 shall be required to present not less than 30 semester hours credit in courses of Senior College grade and character yielding credit toward the degree of Bachelor of Education and accepted as "residence credits" in Western Reserve University.
2. During the current year, applicants for the degree who are unable to present a total of 30 semester hours of such "residence credits" may upon recommendation of the chairmen of the Divisions concerned be permitted to substitute non-residence credits to the extent of 15 semester hours upon passing a satisfactory examination in the non-residence courses offered, before the appropriate divisions.

IV. CURRICULUM REQUIREMENTS.

The degree of Bachelor of Education is conferred by the University when the student has received 126 semester hours credit and has met the following requirements:

1, 2 Formerly Offered.

1. GENERAL REQUIREMENTS.

Each candidate is required to present

- (a) in the Division of Education, not less than 18 semester hours.

The following or equivalent are required courses in this Division:

Education 1—Introductory Survey of Education, 2 semester hours.

Education 11—The Curriculum, Its Content and Organization, 2 semester hours.

Education 12—Class Room Management and Procedure, 2 semester hours.

Education 13—The Organization and Administration of a City School System, 2 semester hours.

Education 31—Introductory Course in Tests and Measurements, 2 semester hours.

Education 63—Supervision of Class Room Instruction, 2 semester hours.

Education 70—Practice Teaching, 6 semester hours.

- (b) in the Division of English, not less than 10 semester hours. The following or equivalent are required courses in this Division:

English 1—Principles of English Composition, I, 2 semester hours.

English 2—Principles of English Composition, II, 2 semester hours.

English 10—Survey of English Literature, 2 semester hours.

English 11—American Literature, 2 semester hours.

English 20—Shakespeare and Elizabethan Drama, 2 semester hours.

- (c) in the Division of Psychology, not less than 6 semester hours.

The following or equivalent are required courses in this Division:

Psychology 20—Introductory Course in the Psychology of Learning, 2 semester hours.

Psychology 21—The Psychology of Learning in Relation to Elementary School Subjects, 2 semester hours.

Or

Psychology 22—The Psychology of Learning in Relation to Secondary School Subjects, 2 semester hours.

Psychology 30—The Psychology of Childhood, 2 semester hours.

Or

Psychology 31—The Psychology of Adolescence, 2 semester hours.

2. CONCENTRATION REQUIREMENT.

In addition to the above requirement, each candidate shall be required to present:

- (a) A major sequence of not less than 16 semester hours credit as approved by the chairman concerned in any one of the following divisions:

Art
 Biology
 Chemistry
 Classical Languages and Literature
 Commerce
 Economics
 Education
 English Language and Literature
 Geography and Astronomy
 Geology and Mineralogy
 Germanic Language and Literature
 Health and Recreation
 History
 Home Economics
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Romance Languages and Literature
 Sociology
 Trades and Industry

Upon recommendation of the chairman of the division not more than 6 semester hours of the total 16 may be taken in a related division.

- (b) A minor sequence of not less than 10 semester hours as approved by the chairman concerned in any one other of the above divisions.

3. DISTRIBUTION REQUIREMENT.

Each candidate shall be required to present not less than 8 semester hours credit in each of at least 3 of the following groups, making a total of not less than 24 semester hours in all.

- (a) Art and Music Group (the Divisions of Art and Music).
- (b) Foreign Language Group (the Divisions of Classical Languages and Literatures, Germanic Language and Literature, Romance Languages and Literatures—All 8 semester hours to be in one language).
- (c) Health and Recreation Group (the Division of Health and Recreation).
- (d) Home Economics Group (the Division of Home Economics).
- (e) Mathematics, Natural and Physical Science Group (the Divisions of Mathematics, Biology, Chemistry, Geography and Astronomy, Geology and Mineralogy).
- (f) Social Science Group (the Divisions of Economics, History, Political Science, Sociology).

The major sequence of 16 semester hours and the minor sequence of 10 semester hours as required in IV, 2, above, may with the approval of the chairman of these divisions be counted as meeting in part this distribution requirement.

4. FREE ELECTION REQUIREMENT.

- (a) The remaining semester hours of credit necessary to receive the degree are left to the election of the student with the understanding that those courses will be chosen which meet the needs of the student and which give evidence of a definite plan on the part of the student for preparation in certain lines of work.
- (b) Not more than 18 semester hours in any Division in addition to courses taken to meet the requirements stated in IV, 1, 2, 3, above, may count toward the degree of Bachelor of Education.

5. GRADE REQUIREMENT.

Candidates to receive the degree must have a grade of "F" or above (on the scale: "D"—failed, "P," "F," "G," "E"—highest) in not less than 75 per cent of the total number of credits presented for the degree.

6. EXAMINATION REQUIREMENT.

Each candidate shall be required to pass a satisfactory oral or written examination in both his major sequence and minor sequence before the divisions concerned.

V. MISCELLANEOUS REQUIREMENTS.

1. The administration of the Senior Teachers College reserves the right in the case of any candidate to limit the period within which the candidate may qualify for the degree on the basis of the requirements in force at the time of admission to candidacy.
2. Candidates for the degree may be required to present satisfactory evidence of not less than 2 years of successful teaching, administrative or supervisory experience in school work.
3. The graduation fee, including diploma, is \$10.00. Of this amount, \$1.00 is due and payable at the time the student makes formal application for admission to candidacy for the degree. (No refund is made of this initial payment.)

APPENDIX D

REQUIREMENTS GOVERNING THE GRANTING OF THE
DEGREE OF MASTER OF ARTS IN EDUCATION

by

WESTERN RESERVE UNIVERSITY

The following requirements shall be in effect governing candidacy for and granting of the degree of Master of Arts in Education for the school year 1921-22 (subject to revision in succeeding years):

I. ADMISSION REQUIREMENTS.

1. Applicants for admission to candidacy for the degree of Master of Arts in Education must hold a Bachelor's Degree from an approved institution. A detailed statement of the undergraduate work on the basis of which the Bachelor's Degree was granted may be required.

II. APPLICATION FOR CANDIDACY.

1. Application for admission to candidacy for the degree must be made on the blank provided for that purpose in the office of the Registrar, and must be approved at least one semester prior to the date on which the degree may be granted.

III. RESIDENCE REQUIREMENTS.

1. Of the total 26 semester hours required for the degree of Master of Arts in Education each applicant accepted for the degree during the current year 1921-22 shall be required to present not less than 14 semester hours credit in courses of graduate grade and character, yielding credit toward the degree of Master of Arts in Education and accepted as "residence credits" in Western Reserve University.
2. During the current year applicants for the degree who are unable to present a total of 14 semester hours of such residence credits may upon recommendation of the chairmen of the Divisions concerned be permitted to substitute non-residence credits to the extent of 8 semester hours upon passing a satisfactory examination in the non-residence courses concerned before the appropriate divisions.

IV. CURRICULUM REQUIREMENTS.

The degree of Master of Arts in Education is conferred by the University when the student has received 26 semester hours of graduate credit and has met the following specific requirements:

1. SEQUENCE REQUIREMENT.

(a) Major Sequence

Each candidate for the degree must present a major sequence of not less than 14 semester hours credit in some one division. This sequence must have the approval of the division chairman.

(b) Minor Sequence

The candidate must present one minor sequence of not less than 6 semester hours credit. This sequence must have the approval of the chairman of both the division in which the major sequence is taken and the division in which the minor sequence

is taken. This sequence must be taken in the Division of Education, provided the major sequence has not been taken in that division and provided further the candidate has not presented the equivalent of 6 semester hours in Education in undergraduate courses.

2. FREE ELECTION REQUIREMENT.

The remaining 6 semester hours credit are left to the election of the candidate subject to the approval of the chairman of the division in which the candidate is taking his major sequence.

3. GRADE REQUIREMENT.

No course completed with a grade below "F" (on the scale: "D"—failed, "P," "F," "G," "E,"—highest) may count toward the Master's Degree.

4. EXAMINATION AND THESIS REQUIREMENT.

Each candidate having fulfilled the requirements stated in IV, 1, 2, and 3 above, may qualify for the degree in either of two ways—subject to the recommendation of the Division of Instruction in which the major sequence is taken.

(1) The candidate shall be required to pass a comprehensive examination on his major and minor sequences before the divisions concerned. Or,

(2) The candidate shall be required to present a satisfactory thesis on some subject in the general field of his major sequence. This subject must be approved by the division chairman at least one semester before graduation, and the thesis in final form submitted to the division at least 6 weeks before the degree is conferred. Five copies of the thesis in typewritten form must be in the office of the Registrar at least one week before the date of graduation.

V. GENERAL REQUIREMENTS.

1. The administration of the Senior Teachers College reserves the right in the case of any candidate to limit the period within which the candidate may qualify for the degree on the basis of the requirements in force at the time of admission to candidacy.
2. Candidates for the degree may be required to present satisfactory evidence of not less than 2 years of successful teaching, administrative or supervisory experience in school work.
3. The graduation fee, including diploma, is \$10.00. Of this amount \$1.00. is due and payable at the time the student makes formal application for admission to candidacy for the degree. (No refund is made of this initial payment.)

Additional copies of this report

The Professional Education of Teachers in Cleveland

50 Cents a Copy.

Postpaid to any address in the United States.
Payable in stamps, Post Office order or check.
20% reduction in quantities of one dozen or more.

DIVISION OF PUBLICATIONS,
BOARD OF EDUCATION,
Cleveland, Ohio.

Enclosed is.....in Stamps, (Check or
P. O. Order) for which you may send me

.....copies, at 50 cents a copy,

The Professional Education of Teachers

Name.....

Address.....

.....

Date.....

This book is DUE on the last date stamped below

S. H. C. Cleveland

03C5

The professional
education of teach-
ers in Cleveland.

Le Roy Arthur

JUL 14 1927

LB

1717

03C5

UC SOUTHERN REGIONAL LIBRARY FAC



AA 001 178 505 2

NICH

SRNKA

OLIE

Gaylord Bros.
Makers
Syracuse, N. Y.